DOCUMENT RESUME

ED 426 015 SO 029 291

TITLE	Social Studies Resource Guide.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	1997-00-00
NOTE	289p.
AVAILABLE FROM	Publications Sales Desk, 3rd Fl., Education Bldg., Washington Ave., Albany, NY 12234; Web site: www.nysed.gov
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Instructional Materials; *Social Studies; State Curriculum Guides; State Departments of Education; *State Programs; *State Standards; Statewide Planning
IDENTIFIERS	*New York

ABSTRACT

This social studies guide is designed to serve as a companion document to the New York Framework and State Standards. The guide provides teachers with a wealth of information, strategies, learning experiences, sample assessments, research, and specific discipline materials to be used in the social studies curriculum development process within each school/district. The guide is divided into three major sections: (1) "Planning a Standards-Based Curriculum: Curriculum Essentials"; (2) "Planning a Standards-Based Curriculum: Learning Experiences"; and (3) "Planning a Standards-Based Curriculum: Assessment Models." This guide is not a final, complete document. The final version will be available in hardcopy, as a Compact Disc for use on CD ROM, and is accessible on the Internet at: http://www.nysed.gov. (EH)

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Social Studies

Resource Guide

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Acknowledgments

Many State Education Department staff members have made significant contributions to the *Social Studies Resource Guide*. ***Edward Lalor and Roseanne DeFabio*** originated the concept of the resource guides and served as primary motivating forces in its development. ***George Gregory, JoAnn Larson, and Gary Warren*** in collaboration with the entire Social Studies group, reviewed and selected materials for inclusion in the document and offered their subject area expertise to the overall document. ***Anne Schiano, Jeanette Canaday, and Virginia Hammer*** developed and coordinated the process used to request and review learning experiences from teachers across the State, many of which appear in Part II. ***John Maryanopolis, Jan Christman, Major Capers, and Patricia Mulligan*** contributed their creative and technical capabilities to the overall design of the Resource Guide. ***Edith Toohey, Patricia Webster, and Judith Golombiski*** served as coordinating editors.

Joseph McDonald, Judith Pelchat, Mary Newman, and Nancy Mohr, from the Annenberg Institute for School Reform at Brown University, Providence, RI, provided invaluable assistance in the development, implementation, and refinement of the peer process used to review the learning experiences submitted by New York State teachers.

Local and State social studies professional associations gave invaluable support and publicity to the request for learning experiences. Special thanks to ***Cathie Fish Petersen*** who served as the Social Studies consultant/coach for the project. Cathie's leadership, patience, and persistence have helped make this Resource Guide a reality.

Teachers from many schools and districts served as pioneers by submitting their work for review in Part II. Although the work of each of these teachers may not appear in this edition, all are commended for their contributions:

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Joellen Armstrong
William Baffo
Jeannette Balantic
Lisa Barlow
Theresa Barnack
Melissa Barr
Lauren Beard
David Bennardo
Lilly Bergenti
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Foreword

New York State is engaged in a serious effort to raise standards for students. The strategy for raising standards, as clearly articulated by Commissioner Richard Mills, includes three elements:

1. Setting clear, high expectations/standards for *all* students and developing an effective means of assessing student progress in meeting the standards;
2. Building the local capacity of schools/districts to enable *all* students to meet standards; and
3. Making public the results of the assessment of student progress through school reports.

The learning standards approved by the Board of Regents reflect the intensive, collaborative work conducted over the past few years by the State Education Department and by national groups, such as the National Center for Restructuring Education, Schools and Teaching (NCREST), the Council of Chief State School Officers, and the New Standards Project.

Learning standards have two primary dimensions. **Content standards** describe what students should know, understand, and be able to do. **Performance standards** define levels of student achievement pertaining to content. However, the teaching and learning which takes place in between is the heart of the matter. This addresses **opportunity to learn standards** and is, perhaps, the most crucial element of the entire process.

Classroom teachers have a tremendous challenge. They must bring reality to the **teaching and learning** process in order to assure that *all* of their students will perform at higher levels. They also have a wonderful opportunity for both professional and personal growth. Numberless occasions are available for teachers to really examine their instructional practice, to share what it is they do each day with their students, to work in collaboration with other teachers and students and, thereby, to grow in their understanding of the craft of teaching. In his book, ***Teaching: Making Sense of an Uncertain Craft*** (Teacher's College Press, 1992), Joseph McDonald states that:

> "Real teaching. . .happens inside a wild triangle of relations—among teachers, students, subject—and all points of the triangle shift continuously."

This Resource Guide has been developed to get inside this triangle and provide some clarity, to demonstrate concretely how colleagues across the State are tackling the job of standards-based teaching and learning, and to offer examples of resource/research materials which can serve to inform local curriculum development. The standards define the points of the triangle; they are the starting point. Assessments are simultaneously ends and beginnings; they serve both as benchmarks to ascertain what and how well students are learning and as springboards for further teaching and learning. Real teaching shifts continuously in response to the needs of students as they strive to understand the content and to demonstrate their understanding in a variety of assessment contexts.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards in the framework apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work toward attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.

The ***Social Studies Resource Guide*** has been conceptualized using these philosophical bases. The content has been selected to address important aspects of the teaching and learning process. It is our hope that all the partners in all learning communities in New York State will find the document useful, practical, and informative.

Introduction

The *Social Studies Resource Guide* is designed to serve as a companion document to the Framework and State Standards. The Guide has been developed with significant input from local districts, schools, teachers, and other educators who are currently working to align their instructional practices with the State standards. The document is not meant to be a finished product or comprehensive in nature. Yet, it provides teachers with a wealth of information, strategies, learning experiences, sample assessments, research, and specific discipline materials which can be used in the curriculum development process within each school/district.

The *Social Studies Resource Guide* is divided into three major sections:

Part I: Planning a Standards-Based Curriculum: Curriculum Essentials

The purpose of this section is to outline the essential elements in planning a standards-based Social Studies curriculum. It contains such information as a detailed scope and sequence for each State standard, examples of connections between the standards in Social Studies and other State standards, and samples of local curricula.

Part II: Planning a Standards-Based Curriculum: Learning Experiences

Standards-based learning experiences developed and reviewed by classroom teachers from across the State are presented in this section as examples of activities that can be used to bring the State standards to life in a classroom setting.

Part III: Planning a Standards-Based Curriculum: Assessment Models

Assessment is a critical component of the learning process. This section provides teachers with samples as well as generic guidelines and practices that will be helpful in creating local assessments. Information on the proposed State assessment program has also been provided.

This guide is not a final, complete document. Rather, the materials and learning experiences included in this edition represent a beginning. We are hopeful that many other educators in schools across the State will continue to make contributions to this document that will make it an even richer expression of teacher and administrator commitment to teaching and learning. It is our hope that teachers, schools, and districts will send us locally-developed curricular materials, assessments, learning experiences, and other resources that they would like to share with others.

The final version of the ***Social Studies Resource Guide*** will be available in hardcopy, as a Compact Disc for use on CD Rom, and is accessible on the Internet at the following address:

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Social Studies

Resource Guide

PART I.1

Curriculum Essentials.....2

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Why Study Social Studies?

In social studies classes students confront questions about the wonder and excitement of humankind in the world. How have humans defined themselves and made meaning of the world? How are we connected to and different from those who have come before us? What does all of humankind have in common? Who are we as a nation and what are our values and traditions? How did we get to be the way we are? How have we found unity in the midst of our diversity? Which individuals and groups contributed to our development? What are our great achievements as a nation? Where have we failed and what do we need to change? What are our responsibilities to ourselves and to society at large? What will we be like in the future? What is our place in the world? In short, social studies classes help students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.

In helping students answer these questions, social studies courses engage students in the study of history, geography, economics, government, and civics. Instruction draws on other disciplines such as anthropology, sociology, political science, psychology, religion, law, archaeology, philosophy, art, literature, other humanities subjects and the sciences.

Courses of study should give students the knowledge, intellectual skills, civic understandings, and dispositions toward democratic values that are necessary to function effectively in American society. Ultimately, social studies instruction should help students assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. For example, students should be able to use the knowledge and skills acquired through social studies courses to solve problems and make reasoned decisions in their daily lives. Social studies courses should provide students with the background to conduct research in order to cast informed votes, with the skills to place conflicting ideas in context, and with the wisdom to make good judgments in dealing with the tensions inherent in society such as the enduring struggle to find the proper balance between protecting the rights of the individual and promoting the common good.

Dimensions of Teaching and Learning

As a prelude to stating the standards which define the overriding goals of social studies, it is important to define critical dimensions of teaching and learning that should be used to develop curriculum and instruction based on the six standards. These dimensions can be used to establish criteria for selecting the historic, social, cultural, geographic, economic, and political understandings that students might investigate. The first two dimensions are the most critical because they define, more explicitly than the standards, the intellectual skills that students must develop.

The dimensions challenge what we teach, how we teach, and how we assess student learning. To ensure rich, engaging, and meaningful social studies programs, they should be an integral part of all social studies curriculum and instruction. The eight dimensions are:

- intellectual skills
- multidisciplinary approaches
- depth and breadth
- unity and diversity
- multiculturalism and multiple perspectives
- patterns to organize data
- multiple learning environments and resources
- student-centered teaching, learning, and assessment

1. Intellectual Skills

The development of students' intellectual skills and their ability to think reasonably, rationally, logically, and reflectively is central to each of the standards for social studies in the State of New York. Giving students a sound knowledge base goes hand in hand with expanding their intellectual skills and their ability to engage in analytical thinking. Instruction based on these standards should require social studies students at all levels to use a variety of intellectual skills to master content, probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, acquire and organize information, evaluate data, draw conclusions, and view the human condition from a variety of perspectives.

In developing thinking skills in social studies, students should combine the disciplinary methods and processes of history, geography, economics, government, and civics with interdisciplinary approaches as they examine the past, study the present, and speculate about the future. They should learn to consult and interpret databases and a wide variety of primary sources, such as original documents, speeches, cartoons, artifacts, photos, art, music, architecture, literature, drama, dance, popular culture, biographies, journals, folklore, historic places, and oral histories.

Drawing on a variety of sources, students should take and defend positions on past and contemporary issues and controversial events by evaluating evidence and formulating rational conclusions. Furthermore, social studies classes should offer many opportunities for research activities. Students should conduct research by posing questions, identifying problems, collecting evidence, developing generalizations, presenting interpretations, and defending conclusions.

2. Multidisciplinary Approaches

Social studies courses must help students understand both the specialized processes and approaches of certain academic disciplines and the connection of ideas, information, issues, and perspectives across the disciplines. In drawing on history, the social sciences—particularly geography, economics, government, and civics—the humanities, and, to a lesser degree, the sciences, social studies provides a perfect opportunity for curriculum integration. But too often instruction presents people and events in isolation, without context.

The standards in this framework have a discipline focus combining content and process, but in each standard and its performance indicators there is provision for synthesis and connecting ideas and knowledge from one discipline to another. These synthesis statements should lead to instruction that provides a rich context of the subject and increasing intellectual proficiency.

3. Depth and Breadth

The broad scope of subject matter and the amount of material that could be included in social studies is a serious concern for social studies educators. All agree that selection of what to study is a major issue in planning instruction. The challenge for social studies curriculum developers and teachers is to design instruction that "emphasizes depth of development of important ideas within appropriate breadth of topic coverage." (Taken from "A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy," *Social Education*, September 1993, p. 216). The content selected should represent worthwhile, "important ideas for understanding, appreciation, and life application." (ibid, p. 216). Finding a justifiable balance of depth and breadth is a great challenge. The standards and sample performance indicators establish broad goals. However, the K-12 scope and sequence that follows specifies concepts and content in more detail. This scope and sequence will be used to develop State social studies examinations. Curriculum needs to reflect the reality that some events are more important than others, that some have had more influence than others, that some beliefs and practices, are more defensible than others, and that knowledge and scholarship need to be reflected in the curriculum.

4. Unity and Diversity

Social studies classes that focus on local, state, and national subject matter should examine the concepts of unity and diversity in American society. Students should see how most inhabitants of the United States are united by certain shared values, practices, traditions, needs, and interests, some of which have evolved over centuries. They should understand how the nation's political institutions developed and created many of these traditions. Students should examine democratic ideals such as the dignity of humanity, the value of diversity, limited government, equity, freedom of speech, freedom of religion, freedom to pursue economic opportunity, government by consent of the governed, rule of law, and popular sovereignty. They should also understand America's political institutions including the independent judicial system, political parties, and governmental mechanisms by which to redress grievances. The changing nature of these institutions should be studied and analyzed by focusing on the interactions among individuals, groups, and society at large.

Students should also understand diversity and the multicultural context of American society. This includes the study of the various immigrations which have created the diverse nature of American people from the earliest Native American groups to the landing of the first European settlers to the forced migration of enslaved Africans to the waves of immigrants from all regions of the world, many of whom came seeking the "American Dream" of economic opportunity, political freedom, and religious toleration. Migrants from Asia, Europe, Africa, and the Americas brought with them rich strands of racial, religious, ethnic, and linguistic traditions that created and continue to influence American society. These people have made the United States one of the most diverse nations on Earth.

Study of the interactions of these diverse peoples over time provides students with a context for understanding how such diverse peoples have been able to create a strong and united nation. The development of common democratic values, institutions, and traditions, evolving through struggle, has created a people committed to a united, national identity while preserving many of their individual cultural traditions.

5. Multiculturalism and Multiple Perspectives

Contemporary multicultural issues, while linked to earlier movements for ethnic studies (1970s) and improving intergroup relations (1950s), differ from them in important ways. With

respect to social studies, the primary issue is the nature and extent of inclusion of the histories and cultures, experiences, and perspectives of the diverse groups that constitute what is now the United States. "Multicultural education needs to be more broadly defined and understood so that teachers from a wide range of disciplines can respond to it in appropriate ways." (James Banks, "The Dimensions of Multicultural Education," *Multicultural Leader*, Vol. 3, 1990, p. 1). Implementation of the standards should go beyond the addition of long lists of ethnic groups, heroes, and contributions to the infusion of various perspectives, frames of reference, and content from various groups. As a result, students better understand the nature, complexity, and development of United States society as well as societies in other nations throughout the world. Effective multicultural approaches look beyond ethnic particularism, examine differences in light of universal human characteristics, focus on multiple perspectives, and attend to the mutual influences among groups within and across national boundaries. (Adapted from: James Banks, "Approaches to Multicultural Curriculum Reform," *Multicultural Leader*, Vol. 1, 1988, p. 2).

In examining different perspectives about events and issues and how ethnic, racial, gender, religious, and socio-economic background can influence opinion, students should understand that all members of a given group will not necessarily share the same view. Recognizing diversity within groups and multiple group memberships is necessary to avoid stereotyping.

Social studies classes should also help students acquire knowledge that will lead to greater tolerance and empathy for people who hold varying viewpoints on social, political, or economic issues. Students "will respect and practice basic civic values," including respect for self and others (Regents Goal 5). But accomplishing this goal is not simple. Throughout history there have been events inconsistent with basic American values. Tolerance for practices such as the Nazi Holocaust, totalitarianism, chattel slavery, the subjugation of peoples, and the infringement of human rights are not acceptable. They must be studied in historical context, but evaluated within a values perspective.

6. Patterns to Organize Information

Social studies courses should help students identify patterns for organizing data. One approach is to look for systems. A system describes how any group of facts, ideas, principles, or concepts are arranged or classified to explain the functioning of a logical or constructed whole. For example, political systems can be defined and classified as totalitarian, democratic, authoritarian, parliamentary, and so forth. Economic systems can be traditional, command, market, or combinations of these types. Social systems describe what is meant by human society, explaining the roles of men and women across time and place, the status and characteristics of various groups and classes, and "how economic, religious, cultural, and political changes have affected social life." (Taken from: *Lessons From History, The National Center for History in the Schools*, 1992, p. 25).

Another approach to patterning is to use a few broad concepts such as continuity and change, cause and effect, and interdependence, to help students make meaning out of unfamiliar people, events, and cultures. Using such concepts gives students a frame of reference for analyzing the human condition past and present.

For example, the concepts of continuity and change and interdependence can provide an interesting context for studying the impact, costs, and benefits of scientific and technological developments over eras or time periods. Focusing on interdependence can illuminate and give new meaning to breakthroughs in transportation and communication that have brought communities and nations closer together. Understanding interdependence helps students have a broader context for dealing with the phenomenon that what happens today in one part of our world can have important implications for others in distant places.

7. Multiple Learning Environments and Resources

Using local resources and different learning sites can be an effective way to let students experience firsthand how scholars conduct their work and how communities function and use the intellectual skills learned in social studies. Classes might be held, for example, in conjunction with a higher education (college/university) class, in the community at social service, government, and health agencies; at community-based organizations; in libraries and other cultural institutions; and in factories, business, or other work sites. By working and studying at these alternative learning sites, students gather information from a wide range of resources, learn how scholars contribute to their fields and how various organizations provide services.

With increased access to more advanced technologies, schools now can expand their learning environments to include databases, information-retrieval systems, and other library and museum resources throughout the world. Through Internet, electronic study groups, and international education networks, teachers can plan class-to-class long-distance learning activities. Students retrieve, process, and organize information gathered from libraries, cultural institutions, museums, archives, and government document repositories. They can share this information using computer links with other students studying similar topics, issues, and problems. The challenge is twofold: 1) to learn how to use these resources, and 2) to encourage schools and communities to expand instruction beyond the walls of the schools.

8. Student-Centered Teaching, Learning, and Assessment

In an effort to engage students more effectively in the learning process and to provide real opportunities for the application of intellectual skills, many educators have called for linking teaching, learning, and assessment to the world of the student. For this to happen, students need to participate in many different kinds of activities to gain a broad knowledge base, develop thinking skills, and take responsibility for their own learning. In addition to the more traditional learning tasks, activities should include independent reading on and investigation of topics identified by the teacher and by the student, performances that require in-depth understanding, complex questioning and thinking, and opportunities to present conclusions in new ways. Many assessment tasks should be embedded in learning activities to mesh instruction and monitoring students' progress toward the attainment of learning goals. (Grant Wiggins, "Assessment to Improve Performance, Not Just Monitor It: Assessment Reform in the Social Sciences," *Social Science Record*, Vol. 30, No. 2, Fall 1993, p. 10.) Using this approach at all levels is supported by recent studies showing that students can conceptualize and employ complex thinking skills at a very young age.

Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

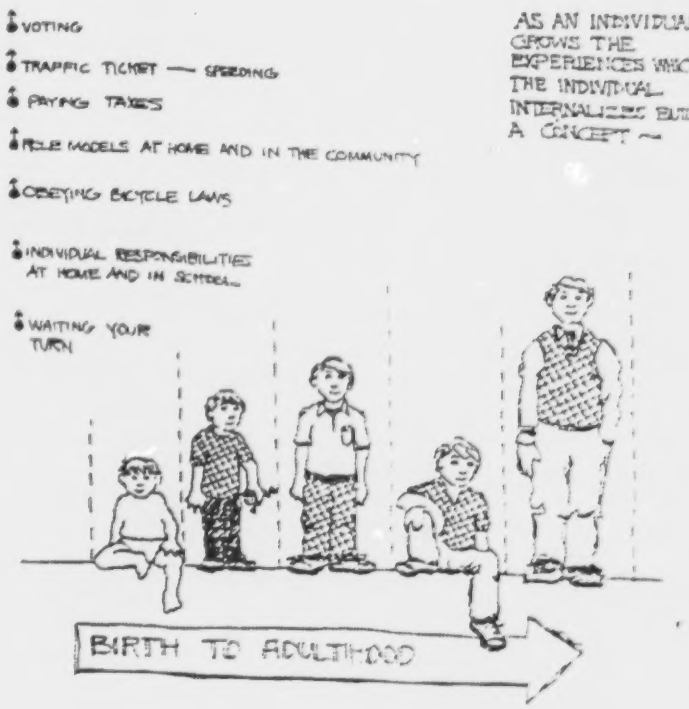
A concept is

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and different relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, stimulated by active, meaningful involvement, and developmental in nature. To demonstrate the developmental nature of concept learning, the concepts and themes of the K-12 social studies program are listed on each page of the scope and sequence.

Illustrated graphically, students grow to incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing and expanding it.

All school and life experiences influence a person's perception of a concept such as ~Citizenship


VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

The key concepts of the K-12 social studies program are:

History

Change involves the basic alterations in things, events, and ideas.

Choice means the right or power to select from a range of alternatives.

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Culture means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living which any society transmits to succeeding generations to meet its fundamental needs.

Diversity means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

Empathy means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.

Identity means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

Interdependence means reliance upon others in mutually beneficial interactions and exchanges.

Imperialism means the domination by one country of the political and/or economic life of another country or region.

Movement of People and Goods refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.

Nationalism means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

Urbanization means movement of people from rural to urban areas.

Geography

The six essential elements of geography:*

The World in Spatial Terms—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

Places and Regions—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

Physical Systems—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

Human Systems—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

Environment and Society—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth' s natural resources, and human activities are also influenced by Earth's physical features and processes.

The Uses of Geography—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.
(*Taken from: *Geography for Life: National Geography Standards, 1994*, pp. 34-35. Permission applied for.)

Environment means the surroundings, including natural elements and elements created by humans.

Economics

Needs and Wants refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those good and services that people would like to have to improve the quality of their lives, (i.e., wants—education, security, health care, entertainment).

Economic Systems include traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food.).

Scarcity means the conflict between unlimited needs and wants and limited natural and human resources.

Science and technology means the tools and methods used by people to get what they need and want.

Belief Systems means an established orderly way that groups or individuals look at religious faith or philosophical tenets.

Civics, Citizenship, and Government

Justice means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

Nation-state means a geographic/political organization uniting people by a common government.

Citizenship means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

Political Systems such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.

Power refers to the ability of people to compel or influence the actions of others. "Legitimate power is called authority."

Government means the

> *"formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations."*
>
> (Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, p. 19).

Decision Making means the processes used to

> *"monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict."*
>
> (Taken from: *Civics Framework*, p. 18).

Civic Values refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

Human Rights are those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person*, and *a standard of living adequate for the health and well-being of himself and of his family*. Human rights are inalienable and expressed by various United Nations Documents including the *United Nations Charter* and *Universal Declaration of Human Rights*.

Social Studies Skills

Content, concepts, and skills form the basis for the learning standards and goals for the State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the K-12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, *Developing A Thinking Skills Program*, Boston: Allyn and Bacon, 1988). Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem-solving, decision-making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, K-12. The social studies standards, performance indicators, and syllabi provide additional examples of skill development strategies.

Source: *Incorporating Skills Into Social Studies Programs K-12*. The New York State Education Department, Albany, NY.

Chart A: Social Studies Skills

I. GETTING INFORMATION

Students shall be able to:

identify a variety of sources of information:
- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

recognize advantages and limitations of various sources

locate sources of print and nonprint information:
- libraries (card catalogs, indices, library guides such *as Readers' Guide to Periodical Literature*)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

identify the types and kinds of information needed:
- recognition of information that is relevant as differentiated from information that is irrelevant
- use of subquestions and/or predicted consequences
- understanding of purposes for which information is to be used

locate information in print and nonprint sources:
- main elements
- main ideas
- supportive elements

organize collected information:
- orderly, precise, summarized notes
- cited sources

II. USING INFORMATION

Students shall be able to:

classify and/or categorize data by:
- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events placing ideas in order, chronological and other
- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

evaluate data by:
- differentiating fact from opinion
- identifying frames of reference
- identifying value-laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

draw inferences from data by:
- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

check on completeness of data and question hypotheses based on sufficiency of evidence by:
- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones where necessary
- drawing conclusions

generalize from data by:
- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies
- creating a broad statement which encompasses findings

scrutinize possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals

revise generalizations in the light of new data

Chart A: Social Studies Skills

III. PRESENTING INFORMATION	IV. PARTICIPATING IN INTERPERSONAL AND GROUP RELATIONS
Students shall be able to:	***Students shall be able to:***
speak in an effective way by: • spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc. • talking in complete sentences • keeping to the topic • using appropriate visuals • learning and developing the skills of being a discussion leader or participant use media and various visuals for communicating ideas by: • previewing such media and visuals • preparing appropriate commentary • using a variety of media forms: films, filmstrips, photographic essays, etc. • constructing and using appropriate tables, charts, graphs, cartoons, etc. write in an expository way by: • thinking logically • communicating ideas coherently • forming generalizations based on appropriate data • supporting such generalizations through the use of relevant factual information • using different forms of written exposition: investigative, informative, interpretive, argumentative • following an acceptable format that includes an introductory element, a body containing the basis of the exposition, a conclusion recognize and use nonverbal means of communication by: • understanding the variety of kinds of nonverbal communication: gestures, touching, eye language, etc. • appreciating that the amount and kind of nonverbal communication varies from culture to culture	incorporate a set of positive learning attitudes by: • recognizing that others may have a different point of view • observing the action of others • being attentive to situational as well as personal causes of conflict • listening to reason • recognizing and avoiding stereotypes • withholding judgment until the facts are known • objectively assessing the reactions of other people to one's own behavior participate in group planning and discussion by: • following democratic procedures in helping to make group decisions • initiating ideas • giving constructive criticism • suggesting means of group evaluation • suggesting ways of resolving group differences • anticipating consequences of group action assume responsibility for carrying out tasks: • individual • group be alert to incongruities and recognize problems define basic issues by: • defining terms • identifying basic assumption • identifying value conflicts set up hypotheses and/or alternative courses of action

Chart B: Problem-Finding/Solving Skills

Developing skills in dealing with conflicts, incongruities, and problems facing individuals and societies has been recognized for a number of years as a major skills area. By learning to resolve problems in a classroom or a school setting, students are given practice in approaching problem tasks in a rational manner. It is hoped that by making this practice a continuing one, K-12, the process can be transferred by the students to their outside encounters. Pupils need practice in rational approaches to working out conflicts and problems. The steps in this process generally consist of having students:

1. define or identify a problem
2. hypothesize and investigate data
3. make a decision based upon step #2
4. recognize value conflicts
5. redefine the decision in attempting to accommodate any conflicts in values.

Students should be helped to realize that while one problem may be resolved by taking one action or another, the solution may well raise new problems. This realization should encourage students to weigh alternative solutions carefully.

Each person or group determines which solution to apply by a combination of rational thinking and subjective judgments which may be intuitive, value-laden, or emotional. The process of problem-solving is developmental in nature; the solution of a problem or the changing of the decision gives the student the skills needed to approach another problem. If we conceptualize the basic steps in problem-solving, we can see how attempting to solve one problem will provide the student with the experiences and skills needed to solve another problem.

Chart B applies the skills found in Chart A in an attempt to specifically apply that material to social studies content: problem-solving, conflict resolving, and decision-making. The format is that of objectives which when followed would enable students to proceed through the process. People do not necessarily proceed step-by-step through the process, but may omit steps because of previous knowledge or intuitive reaction. Students without these advantages for whatever the reason should be given many opportunities for application and practice.

Each of the steps in this process, as in the continuum, can be assessed, taught/learned, practiced, and used outside the problem context. But the student learns best when the skill is learned and practiced in the context of real or vicarious experiences requiring resolution of some kind.

Objective I:

The student will be able to find problems.

The student will:

- raise questions related to a problem
  - question beyond the who, what, when, where and include the how and why
  - generate ideas and questions which show originality, flexibility, and inventiveness
- recognize that a problem exists
  - identify several aspects of a problem area identify gaps or missing links in the events and ideas
  - recognize conflicts in data
  - point out relationships between conceptual areas not usually related
- use higher level thinking skills of comprehension, analysis, synthesis, and evaluation
  - establish a network of related facts and concepts
  - organize and bring structure to ideas, events, and things
  - reach some tentative conclusions or hypotheses
  - define basic issues, terms, assumptions, value conflicts

Objective II:

The student will be able to solve problems which are either presented by the teacher or which are identified by the student.

The student will:

- write a sentence or paragraph which states the problem
  - include a clear identification of the problem
- write a series of questions using stems which indicate increasing levels of complexity, for use as a guide for problem-solving
- develop a plan for problem-solving
  - include use of time, location, and date of completion
  - include appropriate age level, the objective, and available resources
  - include alternative courses of action
  - assume responsibility for carrying out individual and group tasks
- obtain information from a variety of sources by
  - using libraries (card catalogs, indices, library guides such as *Reader's Guide to Periodical Literature*)
  - using reference works, newspapers, magazines, primary and secondary sources
  - using tables of contents, appendices, glossaries, bibliographies, and indices
  - identifying main ideas and supportive elements
  - using maps, globes, atlases, visuals, field trips, artifacts, tables, graphs, charts, diagrams, people, museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, and interviews
- evaluate the sources of information by
  - using multiple sources of the same types of information
  - varying approaches, viewpoints, interpretations
  - checking on completeness of data
  - recognizing advantages and limitations of various sources
  - testing, refining, and eliminating questions and working out new ones where necessary
  - understanding purposes for which information was provided
  - differentiating fact from opinion
  - identifying frames of reference and value-laden words
  - detecting evidence of propaganda
  - evaluating author's or person's qualifications
  - recognizing information likely to be relevant as differentiated from information likely to be irrelevant
- organize and use data by
  - categorizing data
  - selecting appropriate headings for data
  - distinguishing between relevant and irrelevant information and events
  - placing ideas in order, chronological and other
  - developing tables, charts, maps, and graphs to clarify data and ideas
  - identifying differences and similarities in data
  - drawing inferences from data
  - seeing relationships among the parts
  - recognizing inconsistencies
  - identifying conflicting views and statements
  - checking on completeness of data and questioning hypotheses based on sufficiency of evidence
  - using simple mathematical and statistical devices to analyze data
  - drawing conclusions
  - generalizing from data
  - drawing on previously learned concepts and generalizations
  - checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies
  - scrutinizing possible consequences of alternative courses of action, by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals
- when necessary, redefine the original problem or identify "new" problems by
  - arranging and recombining data to create new structures for looking at the problem
  - thinking of new ways to use old or standard ideas and things
  - thinking of novel, unique, or unusual possibilities
  - thinking of different kinds of possibilities by manipulating, adapting, and modifying ideas
  - embellishing the possibilities
- develop a product or conclusion which summarizes the information and can be shared
  - orally: mini-lecture or debate tapes of interviews or discussions, records
  - visually:
    chalkboard
    maps, diagrams, charts
    photographs, collages
    models
  - by demonstration
  - in writing

report	letter
article	poem
mock diary	story
drama	

Chart B: Problem-Finding/Solving Skills

Objective III:

The student will be able to work with others engaged in problem-finding/solving skills.

The student will:

- participate in group planning and discussion by
  - following democratic procedures in helping to make group decisions
  - initiating ideas
  - giving constructive criticism
  - suggesting means of group evaluation
  - suggesting ways of resolving group differences
- incorporate a set of positive learning attitudes by
  - recognizing that others may have a different point of view
  - observing the actions of others
  - being attentive to situational as well as personal causes of conflict
  - listening to reason
  - recognizing and avoiding stereotypes
  - withholding judgment until the facts are known
  - assessing the reactions of other people to one's own behavior
- recognize and use nonverbal means of communication by
  - understanding the various kinds of nonverbal communication: gestures, touching, eye language, etc.
  - appreciating that the amount and kind of nonverbal communications varies from culture to culture.

Objective IV:

The student will be able to communicate orally, visually, and/or in writing the results of the problem-finding/solving effort.

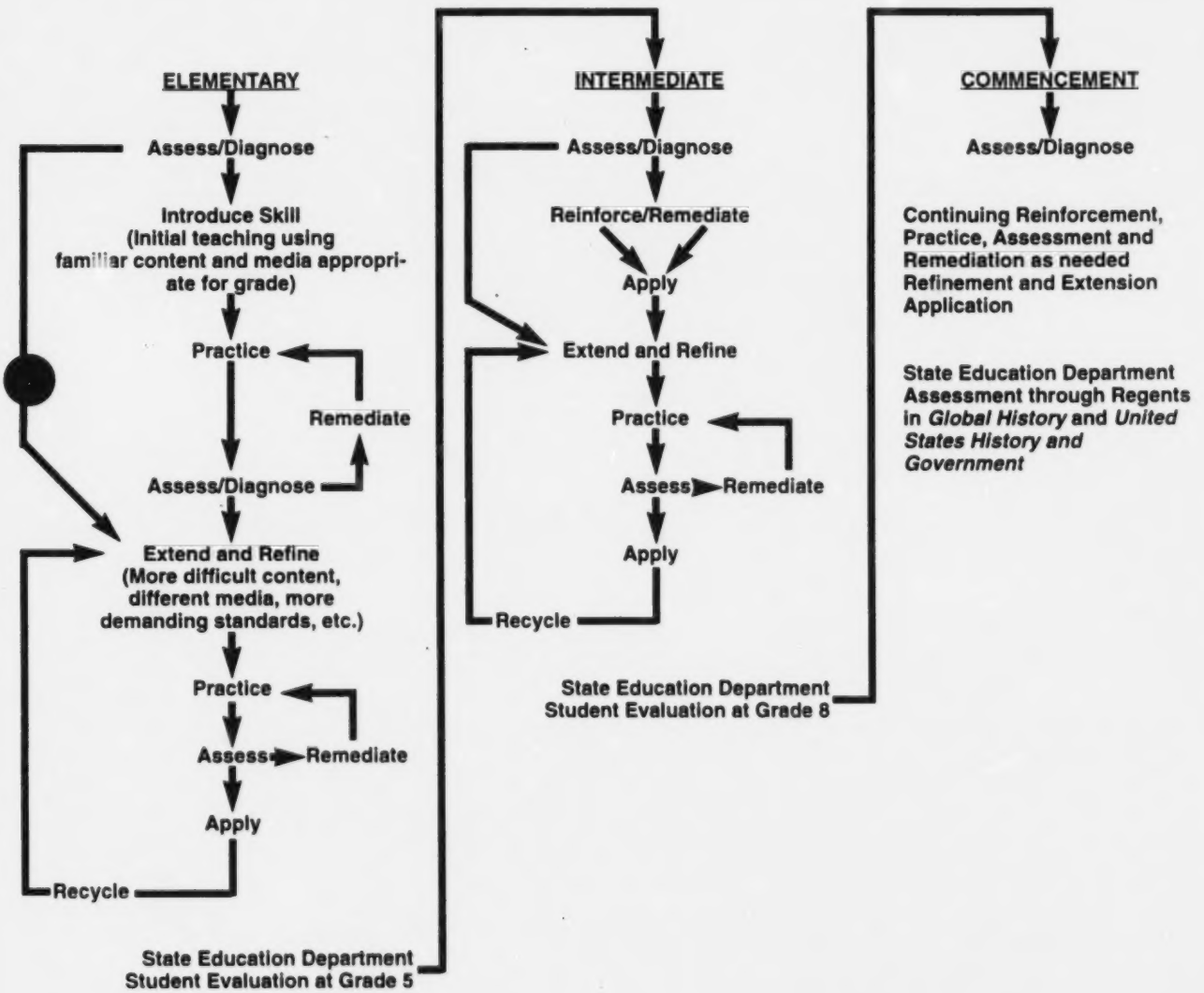
The student will:

- speak in an effective way by
  - spending sufficient time in planning and preparing whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
  - talking in complete sentences
  - keeping to the topic
  - using appropriate visuals/gestures, etc.
  - learning and developing the skills of being a discussion leader or participant
- use media and various visuals for communicating ideas by previewing such media and visuals
  - preparing appropriate commentary
  - using a variety of media forms: films, filmstrips, photographic essays, etc.
  - constructing and using appropriate tables, charts, graphs, cartoons, etc.
- use different forms of written expression: investigative/informative, interpretive, argumentative, narrative, and descriptive by
  - following an acceptable format that includes an introductory element, a body containing the basis of the work, and a conclusion
  - thinking creatively
  - thinking logically
  - communicating ideas coherently
  - forming generalizations based on appropriate data
  - supporting such generalizations through the use of relevant factual information

SKILL DEVELOPMENT PROCEDURES

The following diagram suggests a systematic procedure for skill development in the social studies. Teachers should determine at the beginning of each year the proficiency level students in the various skill areas present.

Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas present.



Source: *Social Studies 11: United States History and Government*. The New York State Education Department, Albany, NY.

Social Studies

Resource Guide

PART I.2

Scope and Sequence 2

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

THE UNIVERSITY OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT

http://www.nysed.gov

SCOPE AND SEQUENCE: K-6

Level K: Self and Others

The social studies program at the kindergarten level focuses on helping students develop awareness of self as a growing individual. The child's unique qualities as well as similarities to others are stressed. Children learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. In addition, the child's relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help the child grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

Level K — Content Understandings	Concepts and Themes
Myself and others	
My physical self includes gender, ethnicity, and languages.	identity
Each person has needs, wants, talents, and abilities.	
Each person has likes and dislikes.	
Each person is unique and important.	
People are alike and different in many ways.	
All people need others.	
All people need to learn and learn in different ways.	change
People change over time.	
People use folk tales, legends, music, and oral histories to teach values, ideas, and traditions.	culture
My family and other families	
My family and other families are alike and different.	identity
My school and school community	
What is a school?	
My neighborhood	
My neighborhood can be located on a map.	places and regions
Different people live in my neighborhood.	
Places can be located on maps and globes (home, school, neighborhood, and community).	
Land and water masses can be located on maps and on a globe.	places and regions
The United States can be located on a map and on a globe.	
Basic human wants and needs	
People define basic human wants and needs.	needs and wants
Families have needs and wants.	

Level K — Content Understandings	Concepts and Themes
People help one another meet needs and wants (e.g., recycling and conservation projects).	interdepen-dence
People rely on each other for goods and services in families, schools, and the neighborhood.	
People make economic decisions and choices.	
Symbols of citizenship	citizenship and civic life
Citizenship includes an awareness of the symbols of our nation.	
Citizenship includes an understanding of the holidays and celebrations of our nation.	
Citizenship includes knowledge about and a respect for the flag of the United States of America.	
Rights, responsibilities, and roles of citizenship	citizenship and civic life
All children and adults have responsibilities at home, in school, in the classroom, and in the community.	
People have responsibilities as members of different groups at different times in their lives.	
Making and changing rules and laws	government
Rules affect children and adults.	
People make and changes rules for many reasons.	
People make rules which involve consideration of others and provide for the health and safety of all.	government
Families develop rules to govern and protect family members.	
People in school groups develop rules to govern and protect themselves.	

Grade 1: My Family and Other Families, Now and Long Ago

The grade one social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family, and school through the five standards. Students learn about families now and long ago, studying about different kinds of families that existed in different societies and communities. Students also begin to locate places on maps and learn how maps serve as representations of physical features and objects. Building on the level K program, the grade one program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 social studies program.

Grade 1 — Content Understandings	Concepts and Themes
My family and other families	identity
Families and different kinds of families exist in all communities and societies though they may differ.	
Families have beliefs, customs, and traditions.	culture
Families have roles and responsibilities.	
Families are interdependent.	interdepen-dence
Families lived in other places and at different times.	

Grade 1 — Content Understandings	Concepts and Themes
History of my family	
Families have a past and change over time: my family timeline.	change
Some family beliefs, customs, and traditions are based on family histories.	
People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.	culture
Folk tales, biographies, oral histories, and legends relate family histories.	
My community and local region	
Different events, people, problems, and ideas make up my community's history.	change
Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.	culture
Monuments and important places are located in my neighborhood.	
Communities are connected economically and geographically.	
People exchange elements of their cultures.	
Places in my community and local region	
Places can be located on maps and on a globe.	places and regions
Maps and diagrams serve as representations of places, physical features, and objects.	
Cardinal directions can be used to locate places and physical features.	
Symbols represent places and can be used to locate geographic features and physical characteristics.	
People depend on and modify their physical environments to meet basic needs.	human systems
Challenge of meeting needs and wants	
Scarcity means that people's wants exceed their limited resources.	scarcity
Communities provide facilities and services to help satisfy the needs and wants of people who live there.	
People use tools, technologies, and other resources to meet their needs and wants.	technology
People in communities must make choices due to unlimited wants and needs and scarce resources; these choices involve costs.	needs and wants
Through work, people in communities earn income to help meet their needs and wants.	
Economic decision making	
People make decisions about how to spend the money they earn.	
People work to earn money to purchase the goods and services they need and/or want.	needs and wants
Symbols of citizenship	
Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.	citizenship and civic life
Citizenship includes a pledge of allegiance or loyalty to the United States of America.	
Rights, responsibilities, and roles of citizenship	
Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.	civic values
Making and changing rules and laws	
People form governments in order to develop rules and laws to govern and protect themselves.	government
Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice.	civic values
People plan, organize, and make decisions for the common good.	
Students can participate in problem solving, decision making, and conflict resolution.	decision making

Grade 2: My Community and Other United States Communities

In the grade two social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Community studies should include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.

Grade 2 — Content Understandings	Concepts and Themes
My community and region today	
My urban, suburban, rural community can be located on a map.	places and regions
Urban, suburban and rural communities differ from place to place.	
Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community.	
Communities in the future may be different in many ways.	change
My urban, suburban, rural community has changed over time.	
Roles and responsibilities of families in rural, urban, and suburban communities change over time.	
People depend on and modify the physical environment	
Rural, urban, and suburban communities are influenced by geographic and environmental factors.	environment and society
Life styles in rural, urban, and suburban communities are influenced by environmental and geographic factors.	
Challenge of meeting needs and wants	
Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.	needs and wants
People in rural, urban, and suburban communities are producers and consumers of goods and services.	factors of production
People in rural, urban, and suburban communities must make choices due to unlimited wants and needs and limited resources.	needs and wants
People use human, capital, and natural resources	
Scarcity of resources requires people to make choices in urban, rural, and suburban communities.	factors of production
Economic decision making	
Rural, urban, and suburban communities collect taxes to provide services for the public benefit.	economic systems
Rural, urban, and suburban communities make decisions about how to spend the taxes they collect.	
Symbols of citizenship	
Citizenship includes an understanding of the significance of the flag of the United States of America including an understanding about its display and use.	citizenship and civic life
People living in urban, rural, and suburban communities celebrate various holidays.	

Grade 2 — Content Understandings	Concepts and Themes
Rights, responsibilities, and roles of citizenship	
People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.	citizenship and civic life
Citizens can participate in decision making, problem solving, and conflict resolution.	decision making
Making and changing rules and laws	
People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.	government
Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.	

Grade 3: Communities Around the World-Learning About People and Places

In the grade three social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

Grade 3 — Content Understandings	Concepts and Themes
Cultures and civilizations	
What is a culture? What is a civilization?	culture
How and why cultures change?	
Where people settle, live, and why?	
People in world communities exchange elements of their cultures.	
People in world communities use legends, folk tales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.	
People in world communities celebrate their accomplishments, achievements, and contributions.	
Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.	empathy
Communities around the world	
People of similar and different cultural groups often live together in world communities.	empathy
World communities have social, political, economic, and cultural similarities and differences.	identity
World communities change over time.	change
Important events and eras of the near and distant past can be displayed on timelines.	
Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points.	change
All people in world communities need to learn and learn in different ways.	culture
Families in world communities differ from place to place.	identity

Grade 3 — Content Understandings	Concepts and Themes
Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.	
Different events, people, problems, and ideas make up world communities.	identity
People in world communities may have different interpretations and perspectives about important issues and historic events.	culture
The location of world communities	
World communities can be located on maps and globes (latitude and longitude).	places and regions
The spatial relationships of world communities can be described by direction, location, distance, and scale.	
Regions represent areas of Earth's surface with unifying geographic characteristics.	
World communities can be located in relation to each other and to principal parallels and meridians.	
Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.	
The Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.	
Physical, human, and cultural characteristics of world communities	
The causes and effects of human migration in different world regions.	human systems
The physical, human, and cultural characteristics of different regions and people throughout the world.	
Interactions between economic activities and geographic factors.	environment and society
The factors that influence human settlements in world communities.	
People depend on and modify their physical environments	
Ways that people living in world communities depend on and modify their physical environments.	physical systems
Lifestyles in world communities are influenced by environmental and geographic factors.	environment and society
The development of world communities is influenced by environmental and geographic factors.	
Challenge of meeting needs and wants in world communities	
Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?	economic systems
Human needs and wants differ from place to place.	
People in world communities make choices due to unlimited wants and needs and limited resources.	needs and wants
People in world communities must depend on others to meet their needs and wants.	
Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.	economic systems
People in world communities use human, capital, and natural resources.	factors of production
People in world communities locate, develop, and make use of natural resources.	
Resources are important to economic growth in world communities.	
Economic decision making in world communities	
Production, distribution, exchange, and consumption of goods and services are economic decisions which all world communities must make.	factors of production
Economic decisions in world communities are influenced by many factors.	interdependence

Grade 3 — Content Understandings	Concepts and Themes
Symbols of citizenship in world communities	citizenship and civic life
People in world communities celebrate various holidays and festivals.	
People in world communities use monuments and memorials to represent symbols of their nations.	
Making and changing rules and laws	nation state civic values
People in world communities form governments to develop rules and laws to govern community members.	
People in world communities may have conflicts over rules, rights, and responsibilities.	
The processes of selecting leaders, solving problems, and making decisions differ in world communities.	government
Governments around the world	nation state decision making government
Governments in world communities organize to provide functions people cannot provide as individuals.	
Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.	
Governments in world communities develop rules and laws.	
Governments in world communities plan, organize, and make decisions.	

Grade 4: Local History and Local Government

The grade four program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate case studies to make connections between local events and issues and their links to national events and issues. The grade four program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the New Nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history with its connections to United States history.

Connect local, New York State, and United States history focusing on the following themes:

- Native American Indians of New York State
- European encounter: Three worlds meet in the Americas (Europe, Africa, and the Americas)
- Colonial and Revolutionary periods
- The New Nation
- Industrial growth and expansion
- Government- local and State

Grade 4 — Content Understandings	Concepts and Themes
Native American Indians of New York State	
Native American Indians were the first inhabitants of our local region and State.	culture
The Algonquin and the Haudenosaunee (People of the Longhouse)—the Iroquois were the early inhabitants of our State.	
Meeting basic needs—food, clothing, and shelter.	needs and wants
Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors	
Important accomplishments and contributions of Native American Indians who lived in our community and State.	culture
Three worlds meet in the Americas (Europe, Americas, Africa)	
Major explorers of New York State.	culture
Impacts of exploration—social/cultural, economic, political, and geographic.	culture
The slave trade and slavery in the colonies.	
Groups of people who migrated to our local region and into our State.	
Ways that people depended on and modified their physical environments.	environment and society
Colonial and Revolutionary periods	
Dutch, English, and French influences in New York State.	
Lifestyles in the colonies—comparisons during different time periods.	change
Different types of daily activities including social/cultural, political, economic, scientific/technological or religious.	culture
Ways that colonists depended on and modified their physical environments.	
Cultural similarities and differences—folklore, ideas, and other cultural contributions that helped shape our community, local region, and State.	physical settings
Colonial governments.	culture
How colonial societies organized to answer three fundamental economic questions: What goods and services to produce? How to produce them? For whom to produce them?	government
Ways of making a living in our local region and State.	economic systems
Causes for revolution- social, political, economic.	change
Important accomplishments of individuals and groups living in our community and region.	
The Revolutionary War in New York State	
Location of New York State.	
The significance of New York State's location and its relationship to the locations of other people and places.	places and regions
Geographic features that influenced the War.	human systems
Native American Indians in New York State influenced the War.	change
The War strategy: Saratoga and other local battles.	
Loyalists and patriots in New York State.	
Leaders of the Revolution.	
Effects of the Revolutionary War.	
The New Nation	
Foundations for a new government and the ideals of American democracy as expressed in the Declaration of Independence and the Constitutions of the State of New York and the United States of America.	government
The importance of the Bill of Rights.	
Individuals and groups who helped to strengthen democracy in the United States.	citizenship and civic life
The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.	
Those values, practices, and traditions that unite all Americans.	culture

Grade 4 — Content Understandings	Concepts and Themes
Industrial growth and expansion	
Transportation, inventions, communication, and technology (e.g., 1800's—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900's—automobile, subway, air travel, seaway, telephone, radio and television, computer).	technology
Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State).	change
The important contributions of immigrants to New York State.	
Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors.	human systems
Urbanization: economic, political, and social impacts.	human systems environment and society change
Rural to urban to suburban migration.	
Economic interdependence (e.g., resource use; from farm to market).	
Ways of learning and public education in our community and State.	
The labor movement and child labor.	
Government	
Basic democratic values (Taken from: National Standards Civics and Government).	civic values
The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.	
The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, the Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.	citizenship and civic life
Purposes of government	
The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good (From: National Standards for Civics and Government).	government
Local and State governments	
An introduction to the probable consequences of the absence of government.	
The structure and function of the branches of government of New York State and local governments include executive, legislative, and judicial branches.	government
The meaning of key terms and concepts related to government including democracy, power, and citizenship.	
The United States Constitution and the Constitution of the State of New York and their respective Bill of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.	civic values
Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.	government
People elect and/or appoint leaders who make, enforce, and interpret laws.	
Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community	citizenship and civic life
Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display and use.	
Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.	
Citizens can participate in political decision making and problem solving at the local, State, and national levels.	nation state

Grade Five: The United States, Canada, and Latin American

The grade five program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade four social studies program. Where appropriate, the grade five program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific factual information and case studies. For additional guidance in selecting content, case studies, activities, evaluation questions, and resources consult the Grade 5 social studies syllabus.

Grade 5 — Content Understandings	Concepts and Themes
History of the United States, Canada, and Latin America	
Different ethnic, national, and religious groups, including Native American Indians have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.	culture
Different people living in the Western Hemisphere may view the same event or issue from different perspectives.	empathy
The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because when people move from one place to another they carry their ideas and ways of life with them.	interdependence
Connections and exchanges exist between and among the peoples of Europe, SubSaharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.	
Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, content might include: 18th century exploration and encounter; 19th century westward migration and expansion, 20th century rural to urban to suburban population movement.	change
Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States	identity
Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States	change
Geography of the United States, Canada, and Latin America	
Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America today.	places and regions
Political boundaries change over time and place.	
Different geological processes shaped the physical environments of the United States, Canada, and Latin America.	
The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, and regions, physical settings (including natural resources), human systems, and environment and society. A region is an area which is tied together for some identifiable reason, such as by physical, political, economic, or cultural features.	physical systems
The physical and human characteristics of places in the United States, Canada, and Latin America today.	human systems

	Concepts and Themes
Culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America today.	environment and society
The characteristics, distribution, complexity of cultures found in the United States, Canada, and Latin America.	
Human actions modify the physical environments of the United States, Canada, and Latin America.	human systems
The Economies of the United States, Canada, and Latin American Nations	
Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study about the economies and economic systems of the United States, Canada, and Latin America.	economic systems
Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.	needs and wants
Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.	factors of production
The nations of North, Central, and South America depend on one another for various resources and products they need.	interdependence
Production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.	factors of production
Science and technology have influenced the standard of living in nations in North, Central and South America.	
Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and Europe and SubSaharan Africa have changed life in these regions.	technology
Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.	interdependence
As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.	economic systems
The Governments of the United States, Canada, and Latin American Nations	
Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law.	interdependence
Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America	citizenship and civic life
Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.	civic values government
The rights of citizens in the United States and how they are similar to and different from the rights of citizens in other nations of the Western Hemisphere.	citizenship and civic life
The roles of citizenship as defined by different constitutions in the Western Hemisphere.	
Governmental structures vary from place to place to place including the structure and functions of governments in the United States, Canada, and Latin American countries today.	
Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from: *Civics Framework for the 1998 NAEP*, p. 19)	government
Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, and the United States Constitution and the Bill of Rights. In Canada these documents include the British North America Act, and the Canadian Bill of Rights.	government civic values
Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include:	citizenship and civic life

Grade 5 — Content Understandings	Concepts and Themes
Lincoln's Birthday, Washington's Birthday, Independence Day, Dr. Martin Luther King, Jr. Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, and Conservation Day.	
International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight against hunger, disease, and ignorance.	government

Grade 6: The Eastern Hemisphere

The course of study in the sixth grade emphasizes the interdependence of all people, keying on the Eastern Hemispheres. The emphasis of many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere chosen by the district. It is highly recommended that lessons also compare and contrast this specific information with similar data from the United States, Canada, and Latin America.

The sixth grade program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. Historical insights are used as a means of developing a total perspective rather than an organizing framework.

Each district has a responsibility for extending the student's content examples from cultures other than the student's own, and from a variety of geographic, socio-economic, ethnic, and racial groups.

Grade 6 — Content Understandings	Concepts and Themes
History of Eastern Hemisphere Nations	
Time can be measured in years, decades, centuries and millennia	change
Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods. The study about Eastern Hemisphere nations should include countries from each continent.	
Different peoples may view the same event or issue from different perspectives.	identity
The Neolithic Revolution was a technological development that radically changed the nature of human society.	change
As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, and the Indus Valley) turned to agriculture, world populations grew.	needs and Wants
Across time, technological innovations have had both positive and negative effects on people, places and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.	technology
Civilizations and cultures of the Eastern Hemisphere (China, Japan, India, Egypt, Greece and Rome) are explored through the arts and sciences, key documents, and other important artifacts.	culture
Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam), have both united and divided the peoples of the Eastern Hemispheres.	culture

Grade 6 — Content Understandings	Concepts and Themes
The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind.	identity
From earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.	interdependence
Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history.	culture
Slavery has existed across eras and regions in the Eastern Hemisphere.	empathy
Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.	change
During the late Middle Ages and Renaissance periods, new long distance trade routes emerged linking the peoples of Africa, Asia and Europe.	interdependence
In Europe, the Renaissance, was marked by major achievements in literature, music, painting, sculpture, and architecture.	culture
Many Eastern Hemisphere nations experienced the domination of their political, economic, and social life by European powers.	nation State
Colonial policies led to the exploitation of the people and their region's resources.(Mass starvation in Ireland, 1845-'50).	economic Systems
Nationalism, urbanization, modernization, and industrialization have been agents for change throughout the Eastern Hemisphere.	change
Traditional family patterns are changing throughout the world as cultures become more industrialized and urbanized.	culture
Events of the 20th century, especially the two world wars, and the technological revolution, have brought about great change throughout the Eastern Hemisphere.	change
The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.	empathy/Values
The Computer Revolution, like the Industrial Revolution, has changed the basic ways people live and work.	technology
The fall of communism in Eastern Europe and Russia has lead to great change throughout the Eastern Hemisphere.	change
Geography of Eastern Hemisphere Nations	
The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere.	the World in Spatial Terms
Special purpose maps can be used to show various geographic aspects of the earth's surface as seen in the Eastern Hemisphere.	
The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images and models.(Taken from *National Geography Standards*, 1994).	human Systems
The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical settings(including natural resources), human systems, and environment and society.	the World in Spatial Terms
A region is an area which is tied together for some identifiable reason, such as by physical, political, economic, or cultural features.	place and Regions
Civilizations developed where geographic conditions were most favorable.	
Geographic features and climatic conditions in the Eastern Hemisphere influence land use.	human Systems physical Systems
The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.	human Systems
The migration of groups of people has led to cultural diffusion because when people move from one place to another they carry their ideas and ways of life with them.	
Overpopulation and widespread poverty threaten the political stability of some nations in the Eastern Hemisphere.	nation State

Grade 6 — Content Understandings	Concepts and Themes
Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.	human Systems
The environment is affected by people as they interact with it.	environment and Society
The effects of geographic conditions are moderated by technology.	technology
Economies of Eastern Hemisphere Nations Themes	
The three basic economic questions that must be addressed by every society are: What goods and services shall be produced and in what quantities? How shall foods and services be produced? For whom shall goods and services be produced?	economic Systems
The ways resources are used impact the economic, political and historic aspects of life throughout the world.	scarcity
People have unlimited needs and wants which they must meet with limited resources.	wants and Needs
A nation with limited natural resources must interact with other nations to secure its resource needs.	
In many areas of the world, improvement in life expectancy and health care have contributed to rapid population growth.	
Throughout the Eastern Hemisphere, there is great diversity in the standard of living.	
Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study about the economies and economic systems of the various nations of the Eastern Hemisphere.	economic Systems
The economic systems of the world have become an interdependent network.	interdependence
Different economic systems have evolved to deal with economic decision-making.	economic Systems
In traditional economies, decision-making and problem-solving are guided by the past.	
In market economies, decisions regarding what is to be produced are based upon patterns of consumer purchases.	
In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.	
In many countries "mixed" economies have evolved to deal with economic decision-making.	
Nations have joined with one another in organizations which promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.	interdependence
As the economic systems of the global community have become more interdependent, decisions made in one nation or region have implications for all regions.	economic Systems
Some of the nations of the Eastern Hemisphere, play leadership roles in the global economy.	interdependence
Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.	economic Systems
Governments of Eastern Hemisphere Nations	
Family, clan, and tribal groups act to maintain law and order.	
As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies.	government
Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law.	values

Grade 6 — Content Understandings	Concepts and Themes
Governments change over time and place to meet the changing needs and wants of their people.	government
Present systems of government have their origins in the past.	
The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met.	values
The values of Eastern Hemisphere nations are embodied in their constitutions, statutes, and important court cases.	
In modern political states, formalized governmental structures play a major role in maintaining social order and control.	government
Political boundaries change over time and place.	change
The extent to which human rights are protected becomes a key issue in totalitarian societies	values
International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight against hunger, disease, and ignorance.	
Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.	citizenship / civic life

Grades 7-8 Social Studies: Two-year Sequence of Study

Social studies content in grades 7 and 8 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 12 units, tracing the human experience in the United States from pre-Columbian times to the present, and tying political, economic, and social trends in United States history to parallel trends and time frames in New York State history.

Teachers are encouraged to develop and explore the 12 units of study within a two-year time frame. Knowledge of the needs of students and availability of instructional material and resources will assist in determining which units to study in which grades. The grade 7-8 course builds on, and seeks to reinforce, skills, concepts, and content understandings introduced in the K-6 program. It is, therefore, a vital link in the overall goals of the K-12 social studies program, and provides a solid content base in American history, allowing the grade 11 course to do greater justice to the study of the United States as a developing and fully developed industrial nation. By including hemispheric links to Canada and Mexico where appropriate, teachers will provide students a model for the global connections they will discover in the grades 9 and 10 social studies program.

Unit 1
The Global Heritage of the American People Prior to 1500

Unit 2
European Exploration and Colonization of the Americas

Unit 3
A Nation is Created

Unit 4
Experiments in Government

Unit 5
Life in the New Nation

Unit 6
Division and Reunion

Unit 7
An Industrial Society

Unit 8
The United States as an Independent Nation in an Increasingly Interdependent World

Unit 9
The United States Between the Wars

Unit 10
The United States Assumes Worldwide Responsibilities

Unit 11
The Changing Nature of the American People from World War II to the Present

Unit 12
Citizenship in Today's World

Source: *7 & 8 Social Studies: United States and New York State History*. The New York State Education Department, Albany, NY.

UNIT 1
The Global Heritage of the American People Prior to 1500

I
HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE

Objectives:
1. To understand the social scientific method and techniques used by social scientists to study human cultures
2. To understand how the social scientific method and techniques can be applied to a variety of situations and problems
3. To formulate social science questions and define social science issues and problems

Content Outline
A. History and the Other Social Sciences Provide a Framework and Methodology for a Systematic Study of Human Cultures
   1. The role of history and the historian
   2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology
B. The Social Scientific Method as a Technique for Problem Solving and Decision Making

II
GEOGRAPHIC FACTORS INFLUENCE CULTURE

Objectives:
1. To describe the relationships between people and environments and the connections between people and places
2. To describe the reasons for periodizing history in different ways
3. To map information about people, places, and environments
4. To identify and compare the physical, human, and cultural characteristics of different regions and people
5. To understand the geography of settlement patterns and the development of cultural patterns

Content Outline
A. Theories Attempt to Explain Human Settlement in the Americas
   1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas
   2. Native American Indians believe in indigenous development with migration patterns in both directions
B. Geographic Factors Affected the Settlement Patterns and Living Conditions of the Earliest Americans.
C. Major Native American Indian Civilizations in Central and South America
   1. The Aztecs
   2. The Mayas
   3. The Incas
   4. The Pueblo Indians

III
IROQUOIAN AND ALGONQUIAN CIVILIZATIONS ON THE ATLANTIC COAST OF NORTH AMERICA

Objectives:
1. To know the social and economic charateristics such as customs, traditions, child rearing practices, gender roles, foods, and religious and spiritual beliefs that distinquish different cultures and civilizations
2. To map information about people, places, and environments
3. To understand the worldview held by native peoples of the Americas and how it developed
4. To understand the ways different people view the same event or issues from a variety of perspectives

Content Outline:
A. Iroquois (Haudenosaunee—People of the Longhouse) and Algonquian People Adapted to the Environment in Which They Settled.
   1. Geographic regions of New York
   2. Diversity of flora and fauna
   3. Seasons and weather patterns
   4. Kinds of settlements and settlement patterns
B. The Iroquois (Haudenosaunee) Developed Cultural Patterns Which Reflected Their Needs and Values
   1. Creation and religious beliefs
   2. Importance of the laws of nature and the wise use of natural resources
   3. Patterns of time and space
   4. Family and kinship
   5. Education
   6. Government; Iroquois Confederacy
   7. Conceptions of land ownership and its use
   8. Language
C. Algonquian Culture Compared to that of the

Iroquois
1. Spiritual beliefs
2. Spatial patterns

IV
EUROPEAN CONCEPTIONS OF THE WORLD IN 1500

Objectives:
1. To understand the worldview held by Europeans prior to 1500
2. To understand the ways different people view the same event or issues from a variety of perspectives

Content Outline:
A. European Knowledge Was Based on a Variety of Sources
   1. Accounts of early travelers and explorers
   2. A variety of different maps
   3. Writing of ancient scholars
   4. Guesswork
   5. Oral traditions and histories
B. Varying Degrees of Accuracy Often Resulted in Many Misconceptions

UNIT 2
European Exploration and Colonization of the Americas

I
EUROPEAN EXPLORATION AND SETTLEMENT

Objectives:
1. To understand major turning points such as the European exploration of and settlement in the Americas by investigating the causes and other factors that brought about change and the results of these changes
2 To understand the impacts of European settlement on Native American Indians and Europeans
3. To investigate why people and places are located where they are located and what patterns can be perceived in these locations
4. To understand the ways different people view the same event or issues from a variety of perspectives

Content Outline
A. Motivating Factors
   1. Technological improvements in navigation
   2. Consolidation of political power within certain countries in Europe
   3. Desire to break into the Eastern trade markets
   4. Missionary zeal
B. Geographic Factors Influenced European Exploration and Settlement in North and South America
   1. Effects of weather and natural hazards on the Atlantic crossings
   2. Characteristics of different physical environments in the Americas and where different Europeans settled
   3. The development of "New England," "New France" and "New Spain"
C. Effects of Exploration and Settlement in America and Europe—human-induced changes in the physical environment in the Americas caused changes in other places
   1. Devastating introduction of new diseases to the Americas
   2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American Indian lands
   3. New types of foods improved both European and Native American Indian health and life spans
   4. Economic and political changes in the balance of power in Europe and the Americas
   5. Introduction of African slaves into the Americas
D. Exploration and Settlement of the New York State Area by the Dutch and English
   1. Relationships between the colonists and the Native
American Indians
   2.. Similarities between the Europeans and Native American Indians
      a. The role of tradition
      b. The importance of families and kinship ties
      c. The hierarchical nature of the community and family
      d. The need to be self-sufficient
   3. Differences
      a. Ideas about land ownership
      b. Roles of men and women
      c. Beliefs about how people from different cultures should be addressed
   4. Rivalry between the Dutch and English eventually resulted in English supremacy

II
COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL AND ECONOMIC FACTORS

Objectives:

1. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period
2. To investigate why people and places are located where they are located and what patterns can be perceived in these locations
3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural and human resources
4. To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs

Content Outline:

A. English Colonies: New England, Middle Atlantic, Southern
   1. Reviewed as a geographic region—criteria to define regions, types of regions
   2. Settlement patterns: who?, when?, why?
   3. Economic patterns emerge to meet diverse needs: agricultural and urban settlements
   4. Political systems
   5. Social order

B. French Colonies
   1. Reviewed as a geographic region—types, connections between regions
   2. Settlement patterns: who?,when?, why?
   3. Economic patterns emerge to meet diverse needs
   4. Political systems
   5. Social order

C. Spanish Colonies
   1. Reviewed as a geographic region—types, characteristics, connections
   2. Settlement patterns: who?, when?, why?
   3. Economic patterns emerge to meet diverse needs
   4. Political systems
   5. Social order

III
LIFE IN COLONIAL COMMUNITIES

Objectives:

1. To understand how European and other settlers adapted to life in the American colonies
2. To classify major developments into categories such as social, political, geographic, technological, scientific, cultural, or religious
3. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies
4. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer generated models
5. To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solve their economic problems
6. To analyze how values of a people affect the guarantee of civil rights and make provision for human needs

Content Outline:

A. Colonial Communities Were the Center of Social, Economic and Political Life and Tended to Develop Along European Patterns
   1. Variations were found
      a. Religious based
      b. Slave and free black communities
      c. Place of national origin
   2. The social structure promoted interdependence
   3. Social goals promoted community consciousness over individual rights
   4. Role of religions
      a. Puritans
      b. Quakers
      c. Catholics
      d. Others
   5. Survival demanded cooperation and a strong work ethic
   6. Importance of waterways
   7. A hierarchical social order created social inequity

B. Structure and Roles of Colonial Families
   1. Nuclear families made up the basic social and economic unit
   2. Authority and obligation followed kinship lines
   3. Roles of family members

C. Life in Colonial Communities Was a Reflection of Geographic and Social Conditions
   1. Impact of physical environments on
      a. Travel
      b. Communication
      c. Settlements
      d. Resource use
   2. Social conditions led to
      a. Different forms of government
      b. Varying roles of religion

c. Inequalities of economic conditions
d. Unequal treatment of blacks

3. The impact of geographic and social conditions could be seen in the divergent landholding systems which developed in:
   a. New England
   b. New Netherlands: patroonship system
   c. Southern colonies: plantation system
4. Life in French and Spanish colonies was both similar to and different from life in other colonies

UNIT 3
A Nation is Created

I
BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

Objectives:

1. To understand the economic, political, and social causes of the American Revolution
2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
3. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
4. To consider the nature and evolution of a constitutional democracy

Content Outline:

A. Economic Factors
   1. Growth of mercantilism
   2. Rise of an influential business community in the colonies
   3. Cost of colonial wars against the French
B. Political Factors
   1. The role of the British Civil War
   2. Periods of political freedom in the colonies
   3. Impact of the French and Indian War: Albany Plan of Union
   4. Political thought of the Enlightenment influenced prominent colonial leaders
C. New Social Relationships between European Powers and the American Colonies: Development of a New Colonial Identity

II
THE SHIFT FROM PROTEST TO SEPARATION

Objectives:

1. To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence
2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
3. To consider the nature and evolution of constitutional democracies

Content Outline:

A. New British Attitude toward Colonies Following Victory over France
   1. Colonies could not protect themselves
   2. Colonies were not paying a fair amount toward their support
B. New British Policies Antagonized Many Americans
   1. Various acts of Parliament such as the Quebec Act
   2. New tax policies and taxes: Stamp Act and others
   3. Other acts of repression: Zenger case and others
C. Public Opinion Was Shaped in Different Forums
   1. Political bodies
   2. Public display and demonstration
   3. Print media
D. Wide Variety of Viewpoints Evolved
   1. Complete separation
   2. More autonomy for the colonies
   3. No change in status quo: the Loyalist position

III
EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES

Objectives:

1. To understand how the colonists attempted to establish new forms of self-government
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To compare and contrast different interpretations of key events and issues in New York State and

United States history and explain reasons for these different accounts
4. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents

Content Outline:

A. The Revolution Begins
   1. Early confrontations
   2. Important leaders
   3. First Continental Congress
B. The Second Continental Congress Represented the First Attempt to Govern the Colonies
   1. "Republican" government
   2. Request for state constitutions and political systems
   3. Asserting independence
C. A Movement for Independence Evolved from the Political Debate of the Day
D. Declaration of Independence
   1. Origins
   2. Content
   3. Impact
   4. Ideals embodied
E. Independence Creates Problems for New Yorkers
   1. Organizing a new state government
   2. Economic problems
   3. Political factions
   4. Slavery
   5. Recruitment of soldiers for the war

IV
MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION

Objectives:

1. To understand how the colonists were able to unite against British power to win a major military and political victory
2. To understand how events on the national level influenced and affected New Yorkers
3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups
4. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources

Content Outline:

A. Strategies of the Principal Military Engagements
   1. Washington's leadership
   2. New York as the object of strategic planning
   3. Evolution of the War from the North to the South: Lexington and Concord to Saratoga to Yorktown
B. Role of the Loyalists
   1. In New York City
   2. Colonists of Nova Scotia, Quebec and Prince Edward Island did not join the Revolution
      a. Refuge for Loyalists
      b. Staging ground for attacks on New York's patriots
C. The Outcome of the War Was Influenced by Many Factors
   1. Personalities and leadership
   2. Geography: importance of various physical features
   3. Allocation of resources
   4. Foreign aid: funds and volunteers
   5. Role of women, Blacks and Native American Indians
   6. Haphazard occurrences of events: the human factor
   7. Clash between colonial authority and Second Continental Congress

V
ECONOMIC, POLITICAL AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION

Objectives:

1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation
2. To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
3. To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions
4. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
5. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources

Content Outline:

A. On the National Level
   1. Britain gave up claims to govern
   2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence

3. American economy was plagued by inflation and hurt by isolation from world markets

B. In New York State
   1. The effects of the American Revolution on the Iroquois Confederacy
   2. Disposition of Loyalist property
   3. A republican ideology developed which emphasized shared power and citizenship participation

C. In the Western Hemisphere
   1. Britain did not accept the notion of American dominance of the hemisphere
   2. The remaining British colonies in Canada strengthened their ties to Great Britain
   3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule

UNIT 4
Experiments in Government

I
THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD

Objectives:
1. To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation
2. To consider the nature and evolution of constitutional democracies

Content Outline

A. Need for a Formal Plan of Union
   1. Historical precedents: the Iroquois Confederacy, the Albany Plan of Union
   2. Development of state constitutions
   3. Inadequacy of Continental Congress as a national government

B. Development of a Formal Plan of Government
   1. Draft and debate in Congress, 1776-1777
   2. Ratification by the states, 1778-1781 Period of operation, 1781-1789

C. The Structure of Government under the Articles of Confederation
   1. Congress was the only branch of government
   2. Each state had equal representation
   3. Congress's power under the Articles included:
      a. Making war and peace
      b. Conducting foreign and Native American Indian affairs
      c. The settlement of disputes between and among states
      d. Issuance of currency and borrowing

D. The Articles Suffered from Many Weaknesses
   1. Indirect representation
   2. No coercive power; decisions more advisory than binding: e.g., Shay's Rebellion
   3. Lack of national executive and judicial functions
   4. Lack of taxing power
   5. Difficulty in passing legislation

E. The Articles Did Have Several Achievements and Contributions
   1. The Land Ordinance of 1785 and the Northwest Ordinance, 1787
   2. Developed the privileges and immunities of citizenship
   3. Developed the concept of limited government

II
THE NEW YORK STATE CONSTITUTION OF 1777

Objectives:
1. To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution
2. To compare and contrast the development and evolution of the Constitutions of the United States and New York State
3. To understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority

Content Outline:

A. Adopted by Convention without Submission to Popular Vote
   1. Included Declaration of Independence
   2. Influence of leaders such as John Jay

B. Chronology of the Document
   1. Draft and debate in convention, 1776-77
   2. Period of operation, 1777-1822

C. Form of Early State Government
   1. Similar to colonial government
   2. Governor with limited authority and 3-year term
   3. Inclusion of rights and liberties
   4. First system of State courts
   5. Limited franchise
   6. Bicameral legislature: Senate—4-year term; Assembly—1-year term

D. Effectiveness
   1. Smoother functioning than national government under the Articles of Confederation
   2. Cumbersome administrative procedures
   3. Excessive use of veto procedures
   4. A model for the United States Constitution of 1787

III
THE WRITING, STRUCTURE AND ADOPTION OF THE UNITED STATES CONSTITUTION

Objectives:

1. To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place
2. To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
3. To understand that the New York State Constitution, along with other documents served as a model for the development of the United States Constitution
4. Compare and contrast the development and evolution of the constitutions of the United States and New York State
5. To define federalism and describe the powers granted to the national and state governments by the United States Constitution

Content Outline:

A. Annapolis Convention, 1786
   1. Impracticality of correcting weaknesses in Articles of Confederation
   2. Need for an improved form of government without losing key elements of a new philosophy of government
   3. The decision to write a Constitution
B. Constitutional Convention: Setting and Composition
C. Major Issues
   1. Limits of power: national versus state
   2. Representation: slaves and apportionment
   3. Electoral procedures: direct versus indirect election
   4. Rights of individuals
D. The Need for Compromise
   1. The issue of a "Federal" or a "national" government
   2. The Great Compromise over representation
   3. The three-fifths compromise on slavery
   4. The commerce compromises
E. The Underlying Legal and Political Principles of the Constitution
   1. Federalism
   2. Separation of powers
   3. Provisions for change
   4. Protection of individual rights
F. The Constitution and the Functioning of the Federal Government
   1. The preamble states the purpose of the document
   2. The structure and function of the legislative, executive and judicial branches (Articles I, II, III)
   3. The relation of states to the Federal union (Article IV)
   4. Assuming the responsibility for a Federal system (Article VI)
G. The Constitution as a Living Document
   1. The elastic clause and delegated power facilitate action
   2. Amendment procedure as a mechanism for change (Article V)
H. The Evolution of an "Unwritten Constitution"
   1. Political parties
   2. The President's cabinet
   3. President's relation to congress
   4. Committee system in congress
   5. Traditional limitations on Presidential term
I. The Ratification Process
   1. The debates in the states, especially New York State
   2. The Federalist Papers
   3. Poughkeepsie Convention
      a. Federalists-Hamilton
      b. Anti-Federalists-Clinton
   4. Formal ratification of the Constitution and launching the new government
   5. The personal leadership of people like: Washington, Franklin, Hamilton, Madison

UNIT 5
Life in the New Nation

I
NEW GOVERNMENT IN OPERATION

Objectives:

1. To understand how the new nation established itself and began to operate
2. To understand how political parties emerged as a response to concerns at the local, state and national levels
3. To understand how civic values reflected in the United States and New York State Constitutions have been implemented through law and practice
4. To understand the relationship between and the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
7. To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems
8. To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States

Content Outline:

A. Washington as President: Precedents
B. Establishing Stability
   1. Hamilton's economic plan
   2. The Whiskey Rebellion
   3. Preserving neutrality: the French Revolution, Citizen Genet, Jay and Pinckney Treaties
   4. Political parties
   5. Election of 1800
   6. Judicial review
C. Expanding the Nation's Boundaries
   1. Pinckney Treaty with Spain
   2. Louisiana Purchase
   3. War of 1812: guaranteeing boundaries
   4. Monroe Doctrine: sphere of influence
   5. Purchase of Florida
   6. Native American Indian concessions and treaties
D. Challenges to Stability
   1. French and English trade barriers and the Embargo Act
   2. War of 1812: second war for independence
E. The Era of Good Feelings
   1. Clay's American System
   2. Internal expansion: new roads, canals and railroads
   3. Protective tariffs
   4. National assertions: Marshall's decision
   5. Extension of slavery by the Missouri Compromise
   6. Threats to Latin America: the Monroe Doctrine
   7. Disputed election of 1824

II
THE AGE OF JACKSON

Objectives:

1. To understand how an American consciousness began to develop during Jackson's administration
2. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
3. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
4. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
5. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions

Content Outline:

A. The Age of the "Common Man"
   1. Expansion of suffrage
   2. Citizenship
   3. Election of 1828
   4. Jackson: man, politician, President
   5. The "spoils system"
   6. New political parties
B. Jackson's Native American Indian Policy Reflected Frontier Attitudes
   1. Some Native American Indians resisted gov-

ernment attempts to negotiate their removal by treaty
   2. Government policy of forced removals (1820-1840) resulted in widespread suffering and death
   3. Native American Indian territory
   4. Canadian governmental policies toward the Native American Indians in Canada
C. Intensifying Sectional Differences
   1. Protective tariff, 1828
   2. Nullification controversy, 1828, 1832
   3. Clay's compromise tariff, 1833
D. War on the Bank and Its Impact
   1. Veto of the rechartering of the National Bank
   2. The Bank War
   3. Species circular, 1836
   4. Panic of 1837

III
THE AGE OF HOMESPUN: 1790-1860s

Objectives:

1. To understand the way of life of an agrarian society
2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy
3. To describe historic events through the eyes and experiences of those who were there
4. To explore the meaning of American culture by identifying the key ideas beliefs and patterns of behavior, and traditions that help define it and unite all Americans
5. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems
6. To understand how scarcity requires people and nations to make choices which involve costs and future considerations.
7. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
8 To describe the relationships between people and environments and the connections between people and places
9. To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems

Content Outline:

A. Portrait of the United States, 1800
   1. Agriculturally based economy
   2. Urban centers on the coast
   3. Poor communication and transportation systems
   4. Self-sufficient
   5. Regional differences
B. Patterns of Community Organization, Work, and Family Life in Agrarian America
C. Technological Changes Altered the Way People Dealt with One Another
   1. Improved transportation made travel and communication easier
   2. Greater ties between communities were possible
   3. The Erie Canal and its impact
      a. Reasons for building the Erie Canal
      b. Technology involved in the construction
      c. Types and sources of labor: ethnic and racial labor force
      d. Results of building the Erie Canal
D. The Impact of Early Industrialization and Technological Changes on Work and Workers, the Family and the Community
   1. An increase in the production of goods for sale rather than personal use
   2. Increased purchasing of what was formerly produced at home
   3. A new work ethic emerged
E. Family Roles Changed, Affecting Society in General
   1. Greater emphasis on nuclear family unit
   2. Changing role for women
   3. Childhood became a more distinctive stage of life
   4. Private agencies assumed many traditional functions of the family
F. Slavery and the Abolition
   1. Review the institution of slavery
   2. The meaning and morality of slavery
   3. Abolition movement
      a. Leadership (Tubman, Garrison and others)
      b. Activities (e.g., Freedom Trail and the Underground Railroad)
   4. Abolition in New York State
   5. Canada's role
   6. Effects of abolition
G. Social Changes
   1. Religious revival
   2. Women's rights
   3. Mental hospital and prison reform
   4. Education
   5. Temperance
H. An American Culture Begins to Emerge
   1. Literature
   2. Art
I. Portrait of the United States, 1860
   1. Growth brought about many changes and regions—the spatial patterns of settlement in different regions in the United States
      a. The size and shape of communities

b. Environmental impacts due to development of natural resources and industry—human modification of the physical environment
c. The diversity of people within the larger commmunities and regions
d. The ability of the political system within communities to deal with deviance
e. The Age of Homespun took place in different places at different times

2 The North
   a. Industrial base
   b. Increasing population
   c. Urban centered—"causes and consequences of urbanization"
3. The South
   a. Agricultural base (cotton)
   b. Impact of Industrial Revolution on agriculture
   c. Increasing slave population

UNIT 6
Division and Reunion

I
UNDERLYING CAUSES OF THE CIVIL WAR

Objectives:
1. To understand the series of events and resulting conditions which led to the American Civil War
2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
3. To participate in a negotiating and compromise role-playing activity that mirrors the attempts at political compromise in the 1850s

Content Outline:
A. Territorial Expansion and Slavery
   1. The secession of Texas, 1836
   2. The Mexican War, 1846-48
   3. Oregon Territory
   4. The westward movement and its effects on the physical, social, and cultural environments
B. The Emotional Impact of Slavery
   1. *Uncle Tom's Cabin*
   2. John Brown's raid on Harper's Ferry
   3. Fugitive slave laws
C. Failure of Political Compromise
   1. Compromise of 1850
   2. Kansas-Nebraska Act, 1854
   3. Founding the Republican Party, 1854-56
   4. Lincoln-Douglas debate, 1858
   5. Election of 1860
   6. Firing on Fort Sumter, 1861

II
THE CIVIL WAR BREAKS OUT

Objectives:
1. To understand the development and progress of the Civil War
2. To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant
3. To map information about people, places, and environments
4. To describe the relationships between people and environments and the connections between people and places
5. To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals computer databases, textbooks, and other primary and secondary sources

Content Outline:
A. The Presidency of Lincoln
   1. Personal leadership
   2. Opposition
   3. Emancipation Proclamation
B. Advantages and Disadvantages of Each Side
   1. Advantages
      a. South
         1) Military leadership
         2) Commitment of people to preserve their way of life
      b. North
         1) Effective navy
         2) Larger army
         3) Manufacturing
         4) Agricultural production
         5) Transportation system
   2. Disadvantages
      a. South
         1) Lacked manufacturing
         2) Lacked a navy
         3) Not prepared for war
      b. North
         1) Lacked quality military leadership
         2) Not prepared for war

c. The Military and Political Dimensions of the War
1. Geographic factors influenced the War's progress and outcome—role of physical and other barriers
2. Major campaigns evolved around a changing strategy on both sides
3. Wartime problems and political issues
4. Foreign policy maneuvering was crucial to the final outcome
a. Seward's concern with Mexico
b Emancipation Proclamation as an element of foreign policy
5. Technology of the War

D. New York State in the Civil War
1. Military role
2. Political opposition in New York City
3. Conscription laws and draft riots
a. Undemocratic nature of the draft
b. Conscription as a factor in racism

III
RESULTS OF THE CIVIL WAR

Objectives:
1. To understand how the Civil War affected the development of the postwar United States and influenced other countries
2. To describe how ordinary people and famous historic figures in the local community, State, and United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
3. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
4. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice and equality
5. To analyze the role played by the United States in international politics, past and present

Content Outline:

A. The Union is Preserved
B. Slavery is Abolished
1. The Emancipation Proclamation
2. Civil Rights and the 13th Amendment

C. Political Power and Decision Making
1. Secession
2. States' rights

D. Reconstruction—Theory, Practice and Termination
1. Lincoln's plan
2. Johnson's plan and Congressional opposition resulted in his impeachment
3. Congressional reconstruction
4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians
5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery
6. The official end of Reconstruction in 1877

E. The Enormous Human Suffering and Loss of Life Caused by the War
F. Events in Mexico and Canada
1. European intervention in Mexico results in the "Maximilian Affair"
2. British North America Act and the Canadian Confederation
3. Leaders in both Mexico and Canada feared that once reunited, a new, more powerful United States would attempt to fufill its "Manifest Destinty" and control the continent

UNIT 7
An Industrial Society

I
THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19TH

Objective:
1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services
2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth
4. To understand how scarcity requires people and nations to make choices which involve costs and future considerations
5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services

Content Outline:

A. Problems and Progress in American Politics:

Framework for a Changing United States
1. New problems created a changing role for government and the political system
2. Scandals, depressions, and limitations of traditional politics resulted in reluctant change, e.g., civil service
3. National politics was dominated by the Democratic and Republican parties but third parties occasionally rose to meet special interests
4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall
5. Prevailing attitude of noninterference, "laissez-faire", as the appropriate role for government, with some regulations to meet excesses

B. The United States Developed as an Industrial Power
1. Changes in the methods of production and distribution of manufactured goods
   a. Transportation developments and their effects on economic developments, 1865-1900
   b. Communication developments, 1865-1900
   c. Industrial technology, 1865-1900
   d. Rise of banking and financial institutions
2. Increase in the number and size of firms engaged in manufacturing and distribution of goods
3. Increase in the number and skill level of workers; new labor markets
4. Expanding markets for manufactured goods
5. The growth and emerging problems of the cities

C. Growth of the Corporation as a Form of Business Organization: Case Studies—Oil, Railroads, Steel
1. One of several forms of business organization
2. Many firms maintained traditional ways of doing business
3. Advantages and disadvantages of a corporation

D. Government Response to Industrial Development and Abuses
1. Laissez-faire versus regulation
2. Interstate commerce: state and national control
3. Sherman Anti-Trust Act: bigness as a threat

E. Changing Patterns of Agricultural Organization and Activity in the United States and in New York State
1. Unprecedented growth in agriculture
2. Changes in the methods of production and distribution of farm products—Spatial distribution of economic activities
3. Efficient use of resources combined with competition and the profit motive to improve methods of production

F. Many Significant and Influential Changes Occurred
1. Communities grew in size and number
2. Interdependence increased
3. Decision-making procedures changed
4. Technology advanced
5. Adaptation of, rather than to, the environment—Human modifications of the physical environment
6. Perceptions of time became more formal, e.g., railroad schedules
7. Social Darwinism developed
8. Political machines influenced daily life

G. The Response of Labor to Industrialization
1. Industrialization created a larger work force and more complex work
2. Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled
3. Early attempts to unionize the work force met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World
4. Roots of modern labor unionism, e.g., the American Federation of Labor
5. Labor as a reform movement in other aspects of society

H. The Response of the Farmer to Industrialization
1. Expanding agricultural production and railroads
2. Cheap money and high railroad rates
3. The Grange and state reforms
4. The Populist movement
5. The closing of the frontier—limitations of the physical environment

II
CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE

Objective:
1. To understand how industrialization altered the traditional social pattern of American society and created a need for reform
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
4. To consider the sources of historic documents, nar-

ratives, or artifacts and evaluate their reliability
5. To describe historic events through the eyes and experiences of those who were there
6. To understand how scarcity requires people and nations to make choices which involve costs and future considerations

Content Outline:

A. The Immigration Experience
   1. Two distinct waves, from the 1840s to the 1890s, and from the 1890s to the early 1920s—"migration streams over time"
   2. Differences were based on national origins, cultural patterns, and religion
   3. Similarities included motivations for coming and patterns of community settlement
   4. Initial clashes ended in varying degrees of acculturation
   5. Occupational and political experiences varied
B. Case Studies of the Immigrant Experience in the United States and in New York State—population characteristics
   1. A comparison of European immigrants and the black slave experience—human migration's effects on the character of different places and regions
   2. Immigrants as rural settlers in the Midwest
   3. The Chinese experience in the Far West
   4. Mexicans in the Southwest
   5. New York City's ethnic neighborhoods
   6. French-Canadian settlement in northern New York State
   7. Immigration patterns and experiences throughout New York State
   8. Irish immigration: Mass starvation in Ireland, 1845-50
   9. Immigrants in the local community
C. Immigration Patterns in Canada and Mexico: Similarities and Differences
   1. In Canada: fugitive blacks and Eastern Europeans
   2. In Mexico
D. America Becomes an Increasingly Mobile Society
   1. Motivated by new economic opportunities
   2. Changing patterns of movement, e.g., blacks begin to move North
   3. Westward settlement
   4. The "disappearance" of the frontier—physical limits of geography
E. America Developed as a Consumer Society
   1. Improved standard of living increased consumption
   2. Greater variety of goods available
   3. Continually rising expectations
F. The Modern Family Emerges
   1. A nuclear family structure with fewer children
   2. Traditional family functions endured in rural areas but in urban areas some of these functions began to shift to humanitarian agencies, e.g., the Settlement House Movement, the Red Cross
G. Leisure Activities Reflected the Prevailing Attitudes and Views of the Time
   1. Greater variety of leisure activities became available as less time was spent on work
   2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts

III
THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY

Objective:

1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
5. To describe historic events through the eyes and experiences of those who were there

Content Outline:

A. Social Ills
   1. The Muckrakers—exposing corruption and abuses in industry, government, and urban living conditions
   2. Fighting racial discrimination, e.g., the formation of the NAACP
   3. Prohibition and the 18th Amendment
B. Efforts to Reform Government and Politics
   1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election
   2. Progressive leaders, e.g., LaFollette, T. Roosevelt, Taft, Debs
   3. The Socialist Party challenges the political establishment
   4. Direct election of Senators—the 17th Amendment
   5. Women's Suffrage—the 19th Amendment

C. Economic Reform Efforts
   1. Labor-related legislation, e.g., minimum wage laws, workmen's compensation insurance, safety regulations, child labor laws
   2. Prosecuting trusts
   3. Government regulation of the railroads
   4. The Federal Reserve Act
   5. Graduated income tax—the 16th Amendment

UNIT 8
The United States as an Independent Nation in an Increasingly Interdependent World

I
THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE

Objectives:
1. To understand how and why the United States grew during the 19th century
2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad
3. To describe the reasons for periodizing history in different ways
4. To understand the relationship between the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts

Content Outline:
A. Growth of Imperialist Sentiment Was Caused by Several Factors
   1. A belief that the nation had a right to the land, i.e., Manifest Destiny—"people's differing perceptions of places, people, and resources"
   2. Perceived moral obligations to extend America's way of life to others, i.e., ethnocentrism and racism
   3. American citizens were already migrating into new lands in North America—the effects of human migration on the characteristics of different places
   4. Increased foreign trade led to a growing interest in gaining control over some foreign markets
   5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States
   6. Developing technology in transportation and communication contributed to American expansion potential—the importance of location and certain physical features

B. The Spanish-American War Signaled the Emergence of the United States as a World Power
   1. The war's origins lay in Cuban attempts to gain freedom from Spain
   2. United States' concerns, i.e., pro-expansionist sentiment, Cuba's location, Spanish tactics
   3. Newspapers shaped public opinion over the Maine incident—"yellow journalism"
   4. Conduct of the war created domestic and international problems
   5. Opposition to American imperialist movement
C. Victory in the Spanish-American War created a need for a new Foreign Policy
   1. Acquisition of land far from America's shores—importance of resources and markets
   2. Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining control of other strategic locations, advocating equal trading rights in Asia, e.g., the Open Door Policy
   3. Actions created conflict with Filipinos and Japanese
D. United States Policies in Latin
   1. The United States attempted to control a number of locations in Latin America for economic and political reasons
   2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine
   3. Armed intervention in Latin America

II
THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS

Objective:
1. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I
2. To describe the reasons for periodizing history in different ways
3. To understand the relationship between the relative importance of United States domestic and foreign policies over time

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4. To analyze the role played by the United States in international politics, past and present
5. To describe the relationships between people and environments and the connections between people and places

Content Outline:

A. United States Policy on Non-involvement in European Political Affairs Was Based on a Number of Factors
   1. Tradition dating back to the earliest days of the country
   2. Focus on the international problems of the new nation
   3. Recognition of United States' military unpreparedness
   4. Impacts of geography (e.g., location, resources) on United States foreign policy

B. Pre-World War I Involvements
   1. Application of the Monroe Doctrine to the Western Hemisphere
   2. Threats to American foreign trade
   3. Roosevelt's Treaty of Portsmouth

C. World War I Occurred as a Result of International Problems
   1. Intense nationalism
   2. Power struggles among European nations
   3. A failure of leadership
   4. European alliances

D. Events Led to United States Involvement in World War I
   1. The American people were divided in ways that made involvement difficult
   2. Fear that United States involvement would increase intolerance at home
   3. Initial attempts to follow traditional policy of neutrality failed
   4. Unwillingness of warring nations to accept President Wilson as a mediator
   5. England was a major United States trade partner
   6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans
   7. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships
   8. Recognition that the United States would have no say at any peace conference if it remained neutral

E. The United States Entered the War
   1. Combining new technology with old strategies led to the death of millions, i.e., chemical warfare
   2. The war was supported by the majority of Americans
   3. The war effort created changes on the home front, i.e., economic controls, the role of women in the work force, black migrations to the North, attempts to organize labor to improve conditions
   4. War promoted intolerance, i.e., the Espionage Act of 1917, the Sedition Act of 1918. "Hyphenated Americans" have their loyalty questioned

F. The United States and the Peace Negotiations
   1. Wilson's failed attempts to establish leadership with his Fourteen Points
   2. Senate opposition to the League of Nations
   3. The Versailles Treaty

G. The Bolshevik Revolution
   1. Effect of World War I
   2. Civil war in Russia
   3. Western intervention
   4. Threat of international Communism

UNIT 9
The United States Between the Wars

I
THE "ROARING TWENTIES" REFLECTED THE SPIRIT OF THE POSTWAR PERIOD

Objective:

1. To understand the economic, social, and political development of America in the period between World War I and World War II
2. To understand the relationship between the relative importance of United States domestic and foreign policies over time
3. To analyze the role played by the United States in international politics, past and present
4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services

Content Outline:

A. The Republican Decade
   1. Political developments

a. Back to "normalcy"; the election of 1920
b. Scandals
c. Coolidge; austerity and integrity
d. Government and business; "laissez-faire and protection
e. Election of 1928; the great engineer

B. Relative Isolation of the United States in World Political Affairs
1. General policy of non-involvement in European affairs; the League of Nations controversy
2. Limited participation in international activities
a. World Court
b. Naval disarmament 1924
c. Efforts for peace; Kellogg-Briand, 1928
d. Postwar reparation talks
e. Relief efforts to Europe
3. Expansion of international trade and tariffs
4. Restrictions on immigration, e.g., Quota Act, 1924

C. A Rising Standard of Living Resulted in the Growth of a Consumer Economy and the Rise of the Middle Class
1. Increase in single-family homes
2. Emergence of suburbs
3. Spread of middle-class values
4. Increased use of credit

D. Changes in the Work Place
1. Shift from agrarian to industrial work force
2. Lessened demand for skilled workers
3. Working conditions and wages improved
4. Increase in white collar employees
5. Women continued to increase their presence in the work force

E. Problems Developed in the Midst of Unprecedented Prosperity
1. Not all groups benefited equally
a. Low farm prices
b. High black unemployment
c. Millions of poor
2. New trends conflicted with tradition
3. Environmental balance was jeopardized

F. Foreign Immigration and Black Migration Resulted in a Very Diverse Population and an Increase in Social Tensions—the effects of human migrations on the nature and character of places and regions
1. Restrictions on immigration
2. Black migration to Northern cities
3. Growth of organizations to fight discrimination e.g., NAACP
4. Growth of black art, music and cultural identity e.g., the Harlem Renaissance
5. Generational conflicts
6. Widespread emergence of retired workers
7. Right-wing hate groups

G. New Ideas About the Use of Leisure Time Emerged
1. Impact of the automobile; Henry Ford
2. Organized sports; Babe Ruth
3. Search for heroes and heroines; Lindbergh, Amelia Earhart
4. Motion pictures; Valentino, Lloyd, Gish sisters
5. Popular literature
6. Fads and fashion
7. Changes in social behavior

H. The Stock Market Crash Marked the Beginning of the Worst Economic Time the Country Has Ever Known
1. National prosperity had been structured on the investments of the wealthy
2. There were problems with the economic structure
3. People lost faith in the system
4. The government was unwilling or unable to correct the downturn
5. The economic depression which followed was the worst in our history

II
THE GREAT DEPRESSION

Objectives:

1. To understand the economic, political, and social impacts of the Great Depression on the United States
2. To understand the economic, political, and social changes which took place in the world during the 1930s
3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources
4. To understand how scarcity requires people and nations to make choices which involve costs and future considerations
5. To evaluate economic data by differentiating fact from opinion and identifying frames of reference
6. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions

Content Outline:

A. Contributing Factors
1. Economic growth declined during the late 1920s
2. Stock purchases were made on margin/credit
3. Corporations and individuals became overextended
4. The stock market crash led to a cycle of low demand and high unemployment

B. Responses to Deepening Economic Woes
1. Hoover administration response: too little, too late
2. Local and State actions
a. Soup kitchens and outstretched hands

b. A modified "new deal" in New York
3. Election of 1932; question of confidence

C. The New Deal
1. Psychological boost; F.D.R. at the fireside
2. Relieving human suffering; providing for dignity and jobs
3. Helping business and industry recover
4. Adjusting the economic system to prevent recurrence
   a. Government regulation of business and banking
   b. Instituting social security
   c. Providing a guaranteed labor voice: the Wagner Act
5. Other voices
   a. Court-packing scheme
   b. Alternative solutions: Father Coughlin, the Townsend Plan, Huey Long, socialism, Communism
      1. The economics of war versus depression conditions; climbing out of depression and into war

D. Effects on Work, Family, and Communities
1. Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages
2. The loss of jobs fell unequally on women, blacks, and the unskilled
3. The threat of possible job loss was a psychological strain on those who were employed
4. Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father
5. Charities' resources were inadequate
6. Local communities attempted to meet the needs of their people
7. The Dust Bowl and the Okies—human modification of the physical environment

E. The Cultural Environment During the Great Depression
1. The times were reflected in the arts and literature
2. Escapism was popular in fiction and the cinema
3. Many works of social commentary and criticism appeared
4. Federal government supported the arts through the Works Project Administration WPA)

F. Effects of the Great Depression on Industrialized Europe
1. Trade and loans tied Western economies together
2. The Great Depression followed similar patterns in affected nations:
   a. Tighter credit
   b. Business failures
   c. Decreased money supply
   d. Lowered demand
   e. Lower production
   f. Widespread unemployment
3. Developing totalitarian responses: Germany, Italy, Spain, Japan; intensified communism characterized by:
   a. One-party governments headed by a strong individual
   b. Armies and police forces fostered national goals and eliminated opposition
   c. Use of propaganda in the media and schools to support national goals
   d. Art and literature were used to endorse official policies in totalitarian countries

E. European Conflicts Resulted in Several Basic Problems for United States Policymakers
1. The question of whether to shift focus from domestic problems to foreign policy
2. Issue of neutrality versus the growing power of totalitarian states
3. Continued efforts to improve Latin American relations through the "Good Neighbor Policy" without losing influence in that area's affairs

UNIT 10
The United States Assumes Worldwide Responsibilities

I
WORLD WAR II

Objectives:
1. To understand why World War II began and how it changed the lives of millions of people
2. To be aware of the much different world left as a legacy of World War II
3. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
4. To understand the relationship between the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To describe historic events through the eyes and experiences of those who were there

Content Outline:

A. Origins of the War
   1. The Versailles Treaty
   2. The Great Depression
   3. Rise of totalitarianism; expansionism and persecution
   4. The rearming of Germany
   5. Isolationism
   6. Failure of the League of Nations
B. Prewar Alliances:
   1. Axis powers
   2. Allied powers
   3. Role of the United States
C. Failure of Peace
   1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia
   2. Appeasement; Chamberlain in Munich
   3. German attack on Poland; World War II begins
   4. United States role to 1941—guarded isolation, aid to allies
D. The United States in World War II
   1. Japanese attack on Pearl Harbor
   2. A two-front war
      a. Europe - Eisenhower
      b. Pacific - MacArthur
E. New Aspects of the War
   1. German *blitzkrieg*
   2. Aerial bombing
   3. New technology and its impact on people and the physical environment
   4. Atomic bomb - the Manhattan Project
   5. The Nazi Holocaust
   6. Concept of unconditional surrender
F. The Home Front
   1. Total mobilization of resources
   2. Rationing
   3. Role of women
   4. War bonds
   5. Incarceration of Japanese-Americans
   6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt's Executive Order 8802
G. End of the War
   1. Allied agreement—Yalta Conference
   2. Defeat of Germany
   3. Defeat of Japan
H. Impact of the War
   1. Entire countries were physically and demographically devastated—effects of physical and human geographic factors
   2. Millions of families suffered the loss of loved ones
   3. The Nazi Holocaust - Hitler's "Final Solution;" worldwide horror; human rights violations
   4. The Nuremberg Trials
   5. Global impact; rise of nationalism in Africa and Asia
   6. Advent of the United Nations
   7. Advent of the nuclear age

II
THE UNITED STATES IN THE POST-WORLD WAR II WORLD

Objectives:

1. To understand why the United States had to assume a leadership role in the post-World War II world
2. To appreciate the historical background for the formation of United States foreign policy of this era
3. To understand the relationship between the relative importance of United States domestic and foreign policies over time
4. To analyze the role played by the United States in international politics, past and present

Content Outline:

A. Peace Efforts
   1. Formation of the United Nations
   2. Human rights issues; United Nations Universal Declaration of Human Rights (1948)
   3. Refugees
B. United States and the Soviet Union Emerge as World Leaders
   1. Bipolarism
   2. The Cold War
   3. New alliances, i.e., NATO and the Warsaw Pact
C. Postwar United States Foreign Policy
   1. Containment
   2. Economic and military aid
      a. Truman Doctrine
      b. Marshall Plan
   3. Relations with Canada
      a. The DEW line; NORAD
      b. Strategic location between superpowers
D. Postwar Areas of Conflict between the United States and Soviet Union
   1. Berlin blockade/airlift
   2. Self-determination of European nations
   3. China
   4. Korea
   5. Expansion versus containment

III
THE UNITED STATES IN A WORLD OF TURMOIL

Objective:

1. To understand the historic, political, and social context in which United States foreign policy has evolved since World War II
2. To understand the relationship between the relative

importance of United States domestic and foreign policies over time
3. To analyze the role played by the United States in international politics, past and present

Content Outline:

A. The Postwar Era Saw a Breakdown in Colonial System
   1. Emergence of newly independent countries in Europe, Africa and Asia
   2. The Third World
   3. Subject of contention between the superpowers for influence
B. Pressure Points Emerged
   1. Middle East
      a. Arab-Israeli conflict
      b. Suez crisis
   2. Cuba and Latin America
   3. Southeast Asia
      a. Laos
      b. Vietnam
C. Economic Factors Have Resulted in a World Increasingly Characterized by Interdependence Due to:
   1. Scarcity of certain natural Resources
   2. Increase of trade and travel
   3. Cultural assimilation
   4. International competition for markets
D. Cooperative Ventures within the Hemisphere Have Been Initiated to Improve the Standard of Living and Security of the United States, Canada, and Latin America

UNIT 11
The Changing Nature of the American People from World War II to the Present

I
AN AGE OF PROSPERITY CHARACTERIZED THE POSTWAR SOCIETY

Objective:

1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts

Content Outline:

A. Physical and Geographic Expansion Resulted in Changing Patterns of Production and Consumption
   1. Production and Gross National Product (GNP) rose
   2. Technological advances increased output and modifications to the physical environment
   3. Unemployment declined
   4. Growth spread throughout the country—human modifications of the physical environment
   5. Growth in productivity led to higher wages
   6. Advertising strategies changed
   7. Poverty continued to exist in the midst of plenty
B. Major Trends Resulted in Occupational Shifts and Changes in the Nature of Work
   1. Fewer workers produced more goods
   2. Factory work became less common
   3. Employment rose in the service sector
   4. Undesirable employment increasingly fell to minorities
   5. Women entered the work force
C. Community Patterns Underwent Significant Changes
   1. Suburbs grew in number and size—demographic structure of a population
   2. Cities experienced changes—types and patterns of human migration
   3. Development of an interstate highway system contributed to suburban growth and urban decline, i.e., the New York State Thruway
D. The American Family Evolved to Fit New Ways of Living
   1. Typical family units consisted of parents and children
   2. Postwar "baby boom" gave rise to child-centered families
   3. Increasing numbers of women looked for full- or part-time employment outside the home
E. An Emerging Youth-Centered Culture Resulted in Significant Changes
   1. Tremendous increase in the number of children attending school
   2. School policy became an important community issue
   3. Adolescence evolved as a distinct stage of life
   4. Business and entertainment catered to a youth market

F. Prosperity Resulted in Rising Expectations for Black Americans and Other Minorities
   1. Important executive and judicial decisions supported equal rights
   2. Despite changes, discrimination remained widespread
   3. The civil rights movement developed and evolved
   4. Native American Indian land claims; specific New York references to Iroquois land claims

G. The Feminist Movement Emerged in Response to Inequities
   1. Women and organizations spoke out in favor of sexual equality
   2. Prominent issues raised included:
      a. Passage of an equal rights amendment (E.R.A.)
      b. Equal pay for equal work
      c. The right of women to seek personal satisfaction outside the home and family

H. The Postwar Years Brought Changes and Shifts in Political Power
   1. Movement of people to the South and Southwest changed the national balance of power
   2. The two major parties dominated national and state politics
   3. Influential third parties emerged on some issues and interests
   4. Presidential administrations used a variety of approaches and responses to postwar problems and issues

II
POST-INDUSTRIAL SOCIETY USHERS IN THE AGE OF LIMITS

Objective:

1. To understand that, beginning in the 1960s, public confidence was shaken by a series of unanticipated economic, social, and political events that made it apparent that the United States had limited capacity and resources to control those events
2. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
3. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
4. To present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions

Content Outline:

A. The United States Economy Experienced Major Changes and Upheaval
   1. Recognition of the limits of growth—distribution and use of resources
   2. Inflationary pressures
   3. Foreign competition to basic industries
   4. The decline of industry
   5. Emergence of high technology
   6. Unfavorable balance of trade

B. Emergence of an Environmental Movement
   1. Landmark legislation
   2. New government agencies at all levels
   3. Environmental organizations and concerns
   4. The ecological perspective—Consequences of Human Modifications of the Physical Environment
   5. Native American Indian spiritual beliefs about the relationship of people to the land

C. Changes in the American Work Force
   1. Shifting patterns and types of employment
   2. Significant decline in industrial jobs
   3. Growing acceptance of retirement as a distinct stage of life
   4. Increasing global mobility of capital and its relationship to employment

D. New Family Patterns Evolve
   1. Numerous different types of groupings
   2. Multiple causes
      a. Working women
      b. Changing personal values
      c. Increased divorce rates
      d. Stress
      e. Substance abuse
   3. Multiple effects
      a. Household management
      b. Child care
      c. Schooling
      d. The role of government in family matters

E. Reactions to Changes of the 1960s and 1970s Have Affected the 1980s and 1990s and Will Affect the Next Century
   1. Return to conservatism as a social and political philosophy
   2. Conflicts over interdependence and between social responsibility and individualism
   3. Pluralism versus consensus
   4. Single issue political responses and special interest groups
   5. Federal and State roles in health, education, and welfare reform

III
THE AMERICAS MOVE TOWARD THE 21ST CENTURY

Objective:

1. To understand that change is inevitable yet manageable and that alternative futures can be analyzed and planned

Content Outline:

A. Learning to Manage Change
   1. Recognizing alternative futures through knowledge of the past
   2. Learning to tolerate change
   3. Coping with unpredictable circumstances and events

B. Examining Alternative Futures for the United States and New York State
   1. Changes in basic institutions, i.e., family, political, economic, religious, and educational
   2. Possible scenarios for the future

C. The Future for Canada and Latin America
   1. Projecting future domestic political and economic concerns and issues
   2. Long-term inter-American relationships—the "haves" and the "have nots"

UNIT 12
Citizenship in Today's World

I
CITIZENSHIP IN THE UNITED STATES

Objective:

1. To understand the rights and responsibilities of citizens at the Federal level of government
2. To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
3. To discuss the role of an informed citizen in today's changing world
4. To explain how Americans are citizens of their states and of the United States
5. To respect the rights of others in discussions and classroom debates regardless of whether one agrees with their viewpoint
6. To explain the role that civility plays in promoting effective citizenship in preserving democracy
7. To participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

Content Outline:

A. Underlying Principles of the Constitution of the United States: How They Operate
   1. Federalism
      For example:
      - Strong versus weak Federal government: The Hamilton-Jefferson debates
      - Sectionalism: Federal versus states rights before the Civil War
      - Federalism: the limits of Constitutional authority; post-Civil War
      - Federal power: a national speed limit
   2. Separation of powers
      For example:
      - Colonial taxation
      - The right of judicial review: *Marbury* versus *Madison* (1803)
      - States rights to control the waterways: *Gibbons* versus *Ogden* (1824)
      - Position of territory acquired from a foreign government in relation to tariff laws: *DeLima* versus *Bidwell* (1901)
      - Rights of the President in relation to the other branches: *United States* versus *Nixon* (1974)
   3. Protection of individual rights
      For example:
      - Zenger - freedom of the press
      - Were slaves citizens?: *Dred Scott* versus *Sanford* (1856)
      - Separate but equal: *Plessy* versus *Ferguson* (1896)
      - The right to an equal education: *Brown versus Board of Education of Topeka* (1954)
      - The rights of the accused: *Miranda* versus *Arizona* (1966)
      - Freedom of expression in school: *Tinker versus Des Moines Independent School District* (1969)
   4. Provisions for change: the amendment process
      For example:
      - Due process of law: the 14th Amendment (1868)
      - Direct election of Senators: the 17th Amendment (1913)
      - Prohibition: the 18th Amendment (1919)
      - Women's Suffrage: the 19th Amendment (1920)

B. Legal Bases for Citizenship in the United States
   1. Citizenship by the "law of the soil"
   2. Citizenship by birth to an American parent
   3. Citizenship through naturalization

C. Responsibilities of Citizenship:
   1. Civic: A citizen should be:
      a. Knowledgeable about the process of government
      b. Informed about major issues
      c. A participant in the political process
   2. Legal: A citizen should:
      a. Be knowledgeable about the law
      b. Obey the laws
      c. Respect the rights of others
      d. Understand the importance of law in a democratic society
   3. The changing role of the citizen

II
CITIZENSHIP IN STATE AND LOCAL GOVERNMENT

Objective:

1. To understand the structure and function of our state and local governments
2. To interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents
3. To understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
4. To explain how Americans are citizens of their states and of the United States
5. To participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

Content Outline:

A. New York State
   1. Constitution
   2. Structure and function of State government today
   3. New York's role in our Federal system
   4. Effects of State government on the citizen

B. Local Government
   1. Structure and function
      a. County
      b. Town
      c. City
      d. Village
      e. School district
   2. Roles within the State
      a. Home rule
      b. Agents for the State and Federal programs
   3. Effects of local governments on the citizen, i.e.:
      a. Education
      b. Taxes
      c. Utilities
      d. Laws/courts
      e. Streets/roads
      f. Social services
      g. Zoning
      h. Police and fire protection
      i. Recreation and cultural activities

III
COMPARATIVE CITIZENSHIP

Objective:

1. To encourage students to see the common interests and concerns we share with other citizens of the hemisphere and the world
2. To discuss the role of an informed citizen in today's changing world

Content Outline:

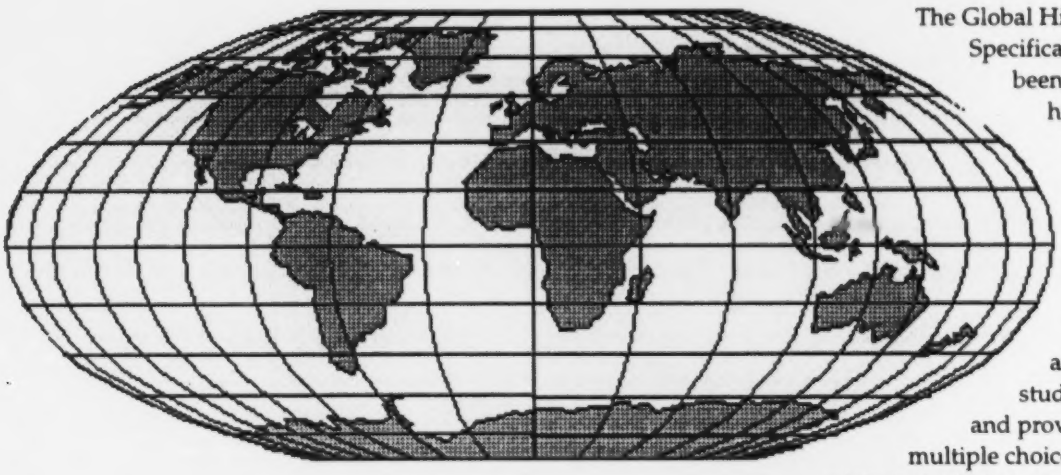
A. Our Relation to Citizens in
   1. Canada
   2. Mexico

B. Global Citizenship
   1. Role of interdependence in the world today
   2. Concern for universal
      a. Peace
      b. Justice
      c. Equality
      d. Cooperation to end suffering and starvation
      e. Human Rights

Global History Eras

Global history is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical eras. As districts plan their instructional program, the following questions should be addressed:

- How much time should be spent on each unit?
- What dimensions of the unit should be emphasized?
- What extended tasks and activities might reasonably be included in the program?
- Where might the split occur in this two-year course of study?



The Global History Regents Specifications Grid has been developed to help districts address these questions. The attached specification grid lists the historical eras and the social studies standards and provides a range of multiple choice questions that might be included on the Global History Regents. The range of questions should help teachers determine the amount of time that should be spent studying about the different units in the Global History program.

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GLOBAL HISTORY REGENTS SPECIFICATIONS GRID

Number of Items by Standard and Historical Era
(Multiple-choice)

	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship and Gov't	Range
1 Introduction to Global History	0	0–1	0–1	0–1	0–1	1–1
2 Ancient World	**0**	**1–2**	**0–1**	**0–1**	**0–1**	**4–6**
3 Expanding Zones of Exchange	0	2–3	1–2	1–2	1–2	4–6
4 Global Interactions	**0**	**3–4**	**1–2**	**1–2**	**0–2**	**4–6**
5 First Global Age	0–1	4–5	1–2	1–3	1–2	4–6
6 Age of Revolution	**0–2**	**6–7**	**1–3**	**1–3**	**2–4**	**6–9**
7 Crisis and Achievement (1900-1945)	0–2	4–6	1–2	1–2	2–3	6–9
8 20th Century Since 1945	**0–2**	**5–7**	**1–2**	**2–3**	**3–4**	**6–9**
9 Global Connection and Interactions	1–2	3–4	2–4	1–3	2–3	3–5
10 Cross topical	**0–1**	**1–3**	**1–2**	**1–3**	**1–2**	**5–7**
Total # of Questions	0–3	18–22	10–13	8–10	8–10	42–65

BEST COPY AVAILABLE

I. Introduction to Global History

Content	Standards(s)	Theme/Concepts	Connections
A. Methods of the Social Sciences 1. History a. Skills of Historical Analysis 1 investigate differing and competing interpretations of historical theories— multiple perspectives 2 hypothesize about why interpretations change over time 3 explain the importance of historical evidence 4 understand the concepts of change and continuity over time b. The Connections and Interactions of People Across Time and Space c. Time Frames and Periodization d. Roles and Contributions of Individuals and Groups e. Oral Histories	1,2,3,4,5 2	Change	TEACHER'S NOTE: While this scope and sequence presents a chronological approach to global history, it will be necessary at times to suspend chronology. This will help students to study a topic in depth.
2. Geography a. Six Essential Elements of Geography 1 the world in spatial terms 2 places and regions 3 physical systems 4 human systems 5 environment and society 6 the uses of geography b. Critical Thinking Skills 1 asking and answering geographic questions 2 analyzing theories of geography 3 acquiring, organizing, and analyzing geographic information c. Identifying and Defining World Regions	3	Geography	TEACHER'S NOTE: Prior to the completion of the two-year global history program, students should have a clear understanding of the major physical and political features of the world. They should also be developing a sense of time frames, exploring different periodizations, and examining themes across time and place. - How do physical and human geography affect people and places, now and in the past?
3. Economics a. Major Economic Concepts (Scarcity, Supply/Demand, Opportunity Costs, Production, Resources) b. Economic Decision Making c. The Interdependence of Economics and Economic Systems Throughout the World d. Applying Critical Thinking Skills in Making Informed and Well-reasoned Economic Decisions	4	Economic Systemsc	TEACHER'S NOTE: Students should be able to apply the three basic questions of economics to situations across time and place. - What goods and services shall be produced and in what quantities? - How shall goods and services be produced? - For whom shall goods and services be produced?
4. Political Science a. The Purposes of Government b. Political Systems Around the World c. Political Concepts of Power, Authority, Governance, and Law d. Rights and Responsibilities of Citizenship Across Time and Space e. Critical Thinking Skills 1 probing ideas and assumptions 2 posing and answering analytical questions 3 assuming a skeptical attitude toward questionable political statements 4 evaluating evidence and forming rational conclusions 5 developing participatory skills	5	Political Systems	- What are the basic purposes of government? - What assumptions have different peoples made regarding power, authority, governance, and law across time and place? - What is a citizen and how do different societies view the rights and responsibilities of citizenship?

I. Introduction to Global History, continued

Content	Standards(s)	Theme/Concepts	Connections
B. Defining Culture and Civilization From the Perspective of the Social Sciences 1. The Meaning of Culture 2. Elements of Culture 3. Cultural Diffusion	2,3,4,5		

II. Ancient World: Civilizations and Religion (4000 BC-500 AD)

Content	Standards(s)	Theme/Concepts	Connections
A. Early Peoples 1. Hunters and Gatherers—Nomadic Groups 2. Relationship to the Environment 3. Migration of Human Populations—Cultural Diffusion 4. Early Government a. Purposes b. Decision Making c. Move Toward Complex Government Systems	5 2	Change	
B. Neolithic Revolution and Early River Civilizations 1. Compare and Contrast (Mesopotamia, Egypt, the Indus Valley, and Yellow River Civilizations) a. Geography of Early River Civilizations		Urbanization/ Geography	TEACHER'S NOTE: When studying early river civilizations, it is important that students investigate at least two civilizations in depth. It is not necessary that all civilizations be addressed to the same extent. The model presented here for the study of early river civilizations can be used in the study of any civilization. Students should be able to analyze important ideas, social and cultural values, beliefs, and traditions. - What was the relationship between early peoples and their environment? - What political systems developed in early river civilizations? - To what extent was the rise of cities related to the Neolithic Revolution and the development of early civilizations? TEACHER'S NOTE: Throughout global history, students should know and be able to analyze critical turning points in history. They should be able to explain how technological change affects people, places, and regions. - What does the use of tools tell us about a society? - Why was the introduction of agriculture, as a way of life, referred to as the Neolithic Revolution? Why was this a turning point?
b. Traditional Economies c. Political Systems—Governments d. Social Structures—Urbanization e. Contributions 1 writing systems 2 belief systems 3 early technology—irrigation, tools, weapons		Economic System Political System Culture and Intellectual Life	- What is meant by the term "traditional economy"? - In what ways has science and technology helped humankind meet its basic needs and wants?

II. Ancient World: Civilizations and Religion (4000 BC-500 AD), continued

Content	Standards(s)	Theme/Concepts	Connections
4 architecture 5 legal systems—Code of Hammurabi	3	Justice and Human Rights	
2. Identify Demographic Patterns of Early Civilizations and Movement of People	2,3		
C. Classical Civilizations 1. Classical Civilizations and Contributions a. Geography of Classical Civilizations b. Chinese Civilization (engineering, tools, writing, government system) c. Greek Civilization 1 the rise of city-states—Athens/Sparta 2 contributions: art, architecture, philosophy, science 3 growth of democracy in Athens d. Roman Empire (law [Twelve Tables], engineering, empire building, trade)			- What have been the contributions of Classical Civilizations to the history of humankind? - What impacts did Greece and Rome have on the development of later political systems? - How did the institution of slavery fit within the Athenian concept of democracy? - What forces caused the rise and fall of Classical Civilizations? - What was the status and role of women in these civilizations?
e Indian (Maurya) Empire (government system	5		
2. The Growth of Global Trade Routes in Classical Civilizations a. Phoenician Trade Routes b. Silk Road c. Maritime and Overland Trade Routes Linking Africa and Eurasia	3,4	Movement of Peoples and Goods Belief Systems	TEACHER'S NOTE: The study of economics includes the investigation of interdependent economies throughout the world over time and place. Students should be able to trace the maritime and overland trading routes that linked civilizations and led to interdependence and cultural diffusion.
D. The Rise and Fall of Great Empires, 1. Han and Roman Empires a. Factors Leading to Growth b. Spatial Organization/Geography c. Causes of Decline	2,3,		- What reasons can you pose to explain why early peoples migrated or moved from place to place?
E. The Emergence and Spread of Belief Systems	2		
1. Place of Origin and Major Beliefs a. Animism b. Hinduism c. Buddhism d. Chinese Philosophies (Confucianism, Taoism) e. Judaism f. Christianity g. Islam			TEACHER'S NOTE: When analyzing the world's major religions and philosophies, it may be best to suspend a strict adherence to chronology in favor of comprehensively exploring belief systems as a theme. This study involves learning about the important roles and contributions made by individuals and groups. It is important to make linkages to the present.
2. Expansion of Christianity, Islam, and Buddhism through Conquest and Trade	2,3		- In what ways are these varying belief systems similar and different? - How do these belief systems affect our lives today? - In what ways does a culture's arts reflect that belief system? - What holy books or texts are associated with the major religions of the world?

III. Expanding Zones of Exchange and Encounter (500 -1200)

Content	Standards(s)	Theme/Concepts	Connections
A. Gupta Empire (320-550 AD) 1. Spatial Organization/Geography 2. Artistic/Scientific Contributions 3. Ties to Hinduism 4. Organizational Structure	2,3	Culture and Intellectual Life	TEACHER'S NOTE: Students should be able to interpret and analyze documents and artifacts related to global societies. - What contributions to human history have been made by the Gupta Empire, the Tang Dynasty and Medieval Europe?
B. Tang Dynasty (618-907 AD) 1. Spatial Organization/Geography 2. Contributions 3. Chinese influence on Japan	2,3	Culture and Intellectual Life	
C. Byzantine Empire 1. Spatial Organization/Geography 2. Achievements (law, Justinian Code, engineering, and art) 3. The Orthodox Christian Church 4. Impact upon Russia and Eastern Europe 5. Political Structure and Justinian Code 6. Role in Preserving and Transmitting Greek and Roman Cultures	2,3,4,5	Interdependence Diversity	TEACHER'S NOTE: Students should understand the development and connectedness of civilizations and cultures. The study of Byzantium is particularly suited to this approach. - What role did the Byzantine Empire play in the in the preservation and transmittal of Greek and Roman knowledge and culture? - What impact did the Byzantine Empire have in the development of historical Russia? of Russia today? - What impact did the fall of Constantinople (1453) have on Western Europe? To what extent was this event a turning point in global history?
D. Islamic Civilization—"Golden Age" 1. Art and Literature 2. Scientific Contributions	2	Culture and Intellectual Life	TEACHER'S NOTE: Students should understand that the cultural advances of Islam's "Golden Age" reached Europe by way of Moslem Spain and Sicily, through trade and the Crusades. They should also understand that modern mathematics and science can trace their roots to this period.
E. The Spread of Islam in Southwest and Southeast Asia, North Africa, and Europe 1. Spatial Organization/Geography 2. Organizational Structure 3. The Development of Islamic Law and Its Impact 4. Social Class: Slavery in Muslim Society 5. Umayyad and Abbassid Dynasties 6. Contributions to Mathematics, Science, Medicine, Literature 7. Role in Preserving Greek and Roman Culture 8. Islamic Spain	2,3	Interdependence Diversity Justice and Humán Rights Political Systems Economic Systems	TEACHER'S NOTE: Through their inquiry, students should gain an appreciation for the vastness of the various Muslim empires, the ability of Islam to successfully rule very diverse populations, and their role in cultural innovation and trade. - What contributions did Islamic culture make to global history? - What was the status of women under Muslim law?
F. Medieval Europe 1. Spatial Organization/Geography 2. Frankish Empire 3. Manorialism 4. Feudalism—Social Hierarchy and Stratification 5. Spiritual and Secular Role of the Church 6. Monastic Centers of Learning 7. Art and Architecture	2,3,4,5	Economic Systems Belief Systems	- What assumptions did medieval Europe make regarding power, authority, governance, and law? - How did the roles of men and women differ in medieval society? - What role did individual citizens play in feudal society? - How were decisions made about the use of scarce resources in medieval Europe? - What principles were the basis of these decisions?

III. Expanding Zones of Exchange and Encounter (500 -1200), continued

Content	Standards(s)	Theme/Concepts	Connections
G. Crusades and their Impact upon Southwest Asia, Byzantium, and Europe	2	Change	- How did the expansion of Islam, Christianity, and Buddhism encourage the encounter and exchanges of peoples, goods, and ideas? Students should be able to analyze the causes of the Crusades and their impact. They should understand the diverse ways Muslims and Christians viewed this period. They should appreciate that one dimension of a society's growth is its connection to neighboring and competing societies.

IV. Global Interactions (1200-1650)

Content	Standards(s)	Theme/Concepts	Connections
A. Early Japanese History and Feudalism 1. Spatial Organization/Geography 2. Early Traditions (Shintoism) 3. Ties with China and Korea: Cultural Diffusion Buddhism and Confucianism 4. Tokugawa Shogunate 5. Social Hierarchy and Stratification	1,2,3,4,5	Political Systems/ Cultural and Intellectual Life	TEACHER'S NOTE: Students should be able to compare and contrast the social, political, and economic dimensions of the Japanese and European feudal systems. They should understand the impact of cultural diffusion on Japanese culture. - How are Japanese and European feudalism similar? Dissimilar?
B. The Rise and Fall of the Mongols and Their Impact on Eurasia 1. Origins 2. The Yuan Dynasty: A Foreign or Non-Chinese Dynasty 3. Extent of Empire under Ghengis Khan and Kublai Khan 4. Impact On Central Asia, China, Russia, Europe, India, Southwest Asia 5. Interaction with the West and Global Trade "Pax Mongolia" (e.g., Marco Polo or Ibn Battuta) 6. Causes of Decline	2,3,4,5	Interdependence/ Diversity/ Urbanization	TEACHER'S NOTE: Students should understand the development and connectedness of civilizations and cultures. They should understand the global significance and great diversity encompassed by the Mongol Empire. This era saw the growing importance of cities as centers of trade and culture.
C. Global Trade and Interactions 1. Major Trading Centers—Canton/Cairo/Venice 2. The Resurgence of European Urban Centers a. Hanseatic League b. Italian City-States 3. Expansion of Chinese Trade and Its Impact (e.g., Zheng He 1405-1433) 4. Expansion of the Portuguese Spice Trade to Southeast Asia and its Impact on Asia and Europe	4	Economic Systems/Change/ Urbanization	TEACHER'S NOTE: Students should be able to trace the evolution of capitalism as an economic system. They should understand that capitalism was made possible by changes within the European economic system and by overseas expansion. - What was the relationship between the rise of capitalism and the decline of feudalism? - What role did a class of merchants and bankers play in the rise of capitalism? - In a market economy, how does the system determine what goods and services are to be produced and in what quantity? and for whom? - How did a capitalist economy change the way men and women worked? - What role did the plague play in major demographic and social shifts in Eurasia and Africa?
D. Social, Economic, and Political Impacts of the Plague on Eurasia and Africa	2,3,4,5	Change	

IV. Global Interactions (1200-1650), continued

Content	Standards(s)	Theme/Concepts	Connections
E. Resurgence of Europe 1. Maps of Medieval and Renaissance Europe 2. Guilds and Towns 3. Commercial Revolution a. Rise of Capitalism b. Role of the Middle Class 4. Renaissance and Humanism a. Shift in World View—Other-Worldly to Secular b. Art and Architecture (e.g., da Vinci and Michelangelo) c. Literature (e.g., Dante, Cervantes) d. Political Science (e.g., Machiavelli) e. New Scientific and Technological Innovations (printing press, nautical devices) 5. Reformation and Counter Reformation a. Martin Luther's Ninety-five Theses b. Anti-Semitic Laws and Policies in Medieval and Renaissance Europe c. Calvin and Other Reformers d. Counter Reformation (Ignacius Loyola, Council of Trent) e. Roles of Men and Women within the Christian Churches f. Resurgence of Witchcraft g. Religious Wars in Europe Impact on Boundaries 6. The Rise and Impact of European Nation-States/Decline of Feudalism Case Studies: England—Elizabeth I: Limits on Absolute Power, Magna Carta, France—Joan of Arc	2,3,4,5	Change Nationalism	TEACHER'S NOTE: Students should understand that the Renaissance represented a shift from the emphasis on spiritual concerns of the medieval period to more secular ones. Humanism emphasized the importance of individual worth in a secular society. The Reformation challenged the traditional power and authority of the Church. Students should analyze different kinds of maps of Europe during this time period.

V. The First Global Age (1450-1770)

Content	Standards(s)	Theme/Concepts	Connections
A The Rise of Mesoamerican Empires: Olmec, Mayan, Aztec, and Incan Empires Before 1500 1. Spatial Organization/Geography 2. Organizational Structure 3. Contributions	2,3,4,5	Culture and Intellectual Life Diversity	TEACHER'S NOTE: Here is another instance where strict adherence to chronology is suspended in order for students to acquire a broader knowledge of the rise and fall of diverse civilizations. Clearly the rise and fall of Mesoamerican empires began prior to 1450. - To what extent can the Olmec, Mayan, Aztec and Incan Empires be compared to earlier Afro-Eurasian classical civilizations in terms of their organization and achievements? Students should be able to compare and contrast the Empires of Mesoamerica with the empires of Afro-Eurasia. They should understand that on the eve of the Encounter, the peoples of North America and Mesoamerica already had complex societies.

V. The First Global Age (1450-1770), continued

Content	Standards(s)	Theme/Concepts	Connections
B. Rise and Fall of African Civilizations: Mali and Songhai Empires 1. Spatial and Organizational Structures 2. Contributions 3. Roles in Global Trade Routes	2 2,3,4		TEACHER'S NOTE: Students should study the development and interactions of social/cultural/political/economic/religious systems in different regions of the world. - What role did African kingdoms play in overland and maritime trade routes of the era? - What impact did Islam have upon these kingdoms? - What forces contributed to the rise and fall of African kingdoms? - How did traditional art reflect the beliefs of African kingdoms?
C. The Ming Dynasty 1. Restoration of Chinese Rule, Chinese World Vision 2. China's Relationship with the West 3. The Impact of China on Southeast Asia 4. Contributions	2,3,4	Culture and Intellectual Life	- What impact did China's self-concept of the "middle kingdom" have on its political, economic, and cultural relationships with other societies in Eastern and Southeastern Asia? - Why did China's attitude toward outward commercial and economic expansion change after 1433? - To what extent was Europe more interested in trade with China, than China was interested in trade with the West?
D. The Impact of the Ottoman Empire on the Middle East and Europe 1. Limits of Ottoman Europe 2. Disruption of established Trade Routes and European Search for New Ones 3. Contributions	2,3,4 5 2	Geography Belief Systems Change	TEACHER'S NOTE: Students should have a clear understanding of the extent of the Ottoman Empire at its height. They should investigate the factors that brought about change within the Ottoman Empire and its long-term impacts on global history.
E. Spain on the Eve of the Encounter 1. Reconquista under Ferdinand and Isabella 2. Expulsion of Moors and Jews 3. Exploration and Overseas Expansion	5		TEACHER'S NOTE: Students should understand that the encounters between peoples in the 15th and early 16th centuries had a tremendous impact upon the worldwide exchange of flora, fauna, and diseases. - What were Spain and Portugal like on the eve of the encounter? - What impact did the encounter have on demographic trends in the Americas, Africa, and Europe? - How did life change as a result of this encounter? - How did the standard of living in Europe change as a result of the Encounter? - What technologies made European overseas expansion possible?

V. The First Global Age (1450-1770), continued

Content	Standards(s)	Theme/Concepts	Connections
F. The Encounter Between Europeans and the Peoples of Africa, the Americas and Asia Case Study: The Columbus Exchange (flora, fauna, and diseases) 1. Inpact and Use of Technology a. The Printing Press/Gutenburg, b. Gunpowder c. Cartography, Naval Engineering, and Navigational Devices	2	Culture and Intellectual Life Geography	- In what ways did the Ottoman Empire fuse Byzantine and Muslim cultures? - What factors contributed to the rise and fall of the Ottoman Empire? - What impact did Ottoman domination have upon Eastern Europe? What impact continues today? - To what extent were the fall of Constantinople to the Ottomans and Columbus' voyages major turning points in global history?
2. European Competition for Colonies in the Americas, Africa, East Asia, and Southeast Asia—The "Old Imperialism"	5		
3. Global Demographic Shifts Case Study: The Triangular Trade and Slavery	3		
4. The Extent of European Expansionism			
5. European Mercantilism	4		
6. Spanish Colonialism and the Introduction of the Ecomienda System to Latin America			
7. Dutch Colonization of Indonesia			
G. Political Ideologies: Global Absolutism Case Studies: Akbar the Great, Charles V, Philip II, Louis XIV, and Peter the Great 1. Hobbes, The Leviathan 2. James I, Divine Right Monarchy	2,5	Political Systems	TEACHER'S NOTE: Students should understand that in the 16th and 17th centuries, the monarchies of Western Europe sought to centralize political power. The tradition of sharing political power and natural law that had its roots in Greek and Roman practice, were expressed in documents such as the Magna Carta and the English Bill of Rights that limited royal absolutism. - What impact did the Puritan Revolution have on subsequent political events in Europe and the Americas?
H. The Response to Absolutism: the Puritan Revolution and the English Bill of Rights	5		

VI. An Age of Revolutions (1750-1914)

Content	Standards(s)	Theme/Concepts	Connections
A. The Scientific Revolution (the Work of Copernicus, Galileo, Newton, and Descartes) 1. The Development of Scientific Methods	2	Science and technology	TEACHER'S NOTE: Students should understand that the scientific revolution in Europe, with its emphasis on observation, experimentation, investigation, and speculation represented a new approach to problem solving. This philosophy became synonymous with modern thought throughout the world. - What role did science and technology play in the changes that took place in Europe 1450-1770? - To what extent was the scientific revolution a rejection of traditional authority? - To what extent did Europeans apply this approach to traditional values and institutions?

VI. An Age of Revolutions (1750-1914), continued

Content	Standards(s)	Theme/Concepts	Connections
B. The Enlightenment in Europe 1. The Writings of Locke, Voltaire, Rousseau, and Montesquieu 2. The Impact of the Enlightenment on Nationalism and Democracy 3. The Enlightened Despots—Maria Theresa and Catherine the Great	5	Cultural and Intellectual Life	TEACHER'S NOTE: Students should understand that during the Enlightenment, Europeans moved toward new assumptions regarding power, authority, governance, and law. These assumptions led to the new social and political systems during the Age of Revolution. Students should focus on the impact of Enlightenment on American political thought and, in turn, the impact of the American Revolution on subsequent revolutions. Students should not engage in an in-depth analysis of the battles and phases of the American Revolution. The American, French, and Latin American Revolutions were turning points in global history. Students should be able to identify the forces that brought about these changes and their long-term effects. - To what extent is the scientific revolution related to the Enlightenment? - In what ways did the French Revolution overturn the balance of power that had existed in Europe? - What reactions against revolutionary ideas occurred in Europe, Russia, and Latin America? - What forces led to the 19th century failure of democracy in Latin America and Russia? - What role did the individual citizen play in these revolutions?
C. Political Revolutions 1. American Revolution a. Impact of the Enlightenment on the American Revolution b. Impact of the American Revolution on other Revolutions	1,2,3,4,5		
2. French Revolution a. Causes b. Impact on France and Other Nations c. Rise to Power of Napoleon	1,2,3,4,5		
3. Independence Movements in Latin America Case Studies: Simon Bolivar, Toussaint L'Overture	1,2,3,4,5		
D The Reaction Against Revolutionary Ideas 1. Balance of Power Politics and the Congress of Vienna 2. Revolutions of 1848 3. Russian Absolutism: Reforms and Expansion a. Impact of the French Revolution and Napoleon b. 19th Century Russian Serfdom c. Expansion of Russia into Siberia	2,3,4,5	Change	
4. Latin America: the Failure of Democracy and the Search for Stability a. Spatial Organization/Geography b. Roles of Social Classes: land-holding elite, creoles, mestizos, native peoples, and slaves c. Roles of the Church and Military d. Role of Cash Crop Economies in a Global Market	2,3,4,5	Nationalism	

VI. An Age of Revolutions (1750-1914), continued

Content	Standards(s)	Theme/Concepts	Connections
e. The Mexican Revolution (1910-1930) 1 cause and effect 2 roles of Porfiro Diaz, Francisco "Pancho" Villa, and Emiliano Zapata 3 economic and social nationalism			
E. Global Nationalism 1. Role in Political Revolutions 2. Force for Unity and Self-determination a. Unification of Italy and Germany b. Non-Western Nationalism 1 India (Indian, National Congress, Moslem League) 2. Turkey- Young Turks 3. Zionism 4. Force Leading to Conflicts a. Balkans before World War I b. Ottoman Empire as the Pawn of Europe Powers	2,3,4,5	Geography/ Change	TEACHER'S NOTE: Students should be able to define nationalism and be able to analyze the impact of nationalism as a unifying and divisive force in Europe and other regions of the world. They should also be able to examine nationalism across time and place. - What role did nationalism play in Europe, Eastern Europe, Asia, Africa, and Latin America? - What role does nationalism play today in these regions?
F. Economic and Social Revolutions 1. Agrarian Revolution—Britain and France 2. Industrial Revolution (Great Britain, France, Germany, and Japan) a. Factory System b. Shift from Mercantilism to laissez-faire Economics— Adam Smith, Wealth of Nations c. Changes in Social Classes d. Changing Roles of Men, Women, and Children in an Industrial Society e. Urbanization f. Responses to Industrialization 1 Competing ideologies: liberalism, conservatism, social reformism, socialism	2,3,4,5	Change Economic Systems	TEACHER'S NOTE: Students should understand that the Agrarian and Industrial Revolutions, like the Neolithic Revolution, led to radical change. Many Europeans called for reforms. Students should realize that the process of Industrialization is still occurring in developing nations. -What role did the Industrial Revolution play in the changing roles of men and women? - What impact did the Industrial Revolution have on the expansion of suffrage throughout the late 19th and early 20th centuries? - To what extent did the Industrial Revolution lead to greater urbanization throughout the world? - How did the European arts respond to the Industrial Revolution? -In what ways did the abuses of the Industrial Revolution lead to such competing ideologies as liberalism, conservatism, socialism, and communism? TEACHER'S NOTE: Students should be able to compare social and economic revolutions with political revolutions. In looking at the Industrial Revolution, students should be provided with the opportunity to investigate this phenomenon in at least two nations. - To what extent is the Industrial Revolution still occurring in the non-Western world? - What is a post-industrial economy?
2 Karl Marx and command economies 3 Utopian reform 4 Parliamentary reforms—expansion of suffrage 5 Sadler Report and reform legislation 6 Social Darwinism 7 Global migrations (1845-1850) 8 Growth of literacy 9 Movement toward a global economy 10 Writings of Thomas Malthus *Essay on the Principles of Population*			TEACHER'S NOTE: Students should understand that Marx and Engel proposed an economic system that would replace capitalism.

VI. An Age of Revolutions (1750-1914), continued

Content	Standards(s)	Theme/Concepts	Connections
Case Study: Mass Starvation in Ireland (1845-50)			
G. Japan and the Meiji Restoration 1. The Opening of Japan a. Commodore Matthew Perry b. Impact upon Japan of Treaty of Kanagawa 2. Modernization and Industrialization 3. Japan as a Global Power a. Russo-Japanese War b. Dependence on World Market	2,3,4,5	Change	Students should analyze the Meiji Restoration in terms of the political, economic, and social changes that were introduced. - Why did the Industrial Revolution occur in Japan before other Asian and African nations?
H. Imperialism 1. Reasons for Imperialism-Nationalistic, Political, Economic 2. Spatial Characteristics-The "New Imperialism" 3. British in India a. British East India Company b. Sepoy Mutiny 4. The Congress of Berlin: British, French, Belgians, and Germans in Africa a. African Resistance - Zulu Empire b. Boer War 5. European Spheres of Influence in China a. Opium War and the Treaty of Nanjing b. Chinese Reactions to European Imperialism 1 Taiping Rebellion 2 Boxer Rebellion 3 Sun Yixian and the Chinese Revolution (1910-1911) 6. Multiple Perspectives toward Imperialism a. Immediate/Long-Term Changes Made under European Rule b. Long-Term Effects in Europe and the Rest of the World	2,3,4,5	Imperialism Political Systems	TEACHER'S NOTE: Using primary and secondary sources, students should be able to analyze and evaluate conflicting viewpoints regarding imperialism. - To what extent did the Industrial Revolution lead to European Imperialism? - To what extent is there a relationship between industrialization and imperialism? - Why did Japan turn to imperialism and militarism in the late 19th and early 20th centuries? Here again, students should have a clear appreciation of the world in spatial terms. - What was the relationship between nationalism and imperialism?

VII. A Half Century of Crisis and Achievement (1900-1945)

Content	Standards(s)	Theme/Concepts	Connections
A. Scientific and Technological Advances 1. Treatment of Infectious Diseases 2. Improved Standard of Living 3. Einstein, Freud, and Curies	2	Science and Technology	- What impact did the scientific and technological advances of the period have on life expectancy, war, and peace? - What would Thomas Malthus have said about these changes?

VII. A Half Century of Crisis and Achievement (1900-1945), continued

Content	Standards(s)	Theme/Concepts	Connections
B. World War I 1. Europe: The Physical Setting 2. Causes 3. Impacts 4. Effects of Scientific/Technological Advances 5. Armenian Massacre 6. Collapse of the Ottoman Empire 7. Literature and Art	2,3,4,5	Geography Nationalism Imperialism Diversity Political Systems Cultural and Intellectual Life	Students should be able to interpret imperialism and analyze documents and artifacts related to the study of World War I. They should be asked to consider which events of the first half of the 20th century were turning points. - What role did nationalism and imperialism play in World War I? - What role did technology play? - To what extent were the issues that caused World War I resolved? - In what ways did World War I raise fundamental questions regarding justice and human rights? - To what extent were World War I and the Russian Revolution turning points?
C. Revolution and Change in Russia—Causes and Impacts 1. The Revolution of 1905 2. March Revolution and Provisional Government, 3. Bolshevik Revolution, 4. Lenin's Rule in Russia. 5. Stalin and the Rise of a Modern Totalitarian State: industrialization, command economy, collectivization, 6. Russification of Ethnic Republics, Reign of Terror, 7. Forced Famine in Ukraine	2,3,4,5	Change Justice and Human Rights Political and Economic Systems	TEACHER'S NOTE: Students should understand that Lenin and Stalin used the work of Marx to create a command economy. - What were the causes of the Russian Revolution? - Why did a communist revolution occur in Russia rather than a more industrialized nation? - What steps did the communists take to industrialize the Soviet Union? - To what extent were the human rights of Russians and other ethnic and national groups respected by the Stalinist regime?
D. Between the Wars 1. Treaty of Versailles and the League of Nations 2. Modernization and Westernization of a Secular Turkey—Kemal Atatürk 3. Women's Suffrage Movement 4. Worldwide Depression - Causes and Impacts 5. The Weimar Republic and the Rise of Fascism as an Aftermath of World War I 6. Japanese Militarism and Expansion 7. Colonial Response to European Imperialism (Gandhi, Reza Khan, Chiang Kai-shek [Jiang Jieshi]) Case Studies: Zionism, Arab Nationalism, The Amitsar Massacre-Indian Nationalism 8. Arab Nationalism	2,3,4,5	Justice and Human Rights Change Economic Systems	- To what extent did communism and fascism challenge liberal democratic traditions? - What role is Islamic fundamentalism playing in Turkey today?
E. World War II- Causes and Impact 1. The Nazi and Japanese States 2. The Nazi Holocaust: The Extermination of Jews, Poles, Other Slavs, Gypsies, Disabled, and Others 3. Nanjing, Bataan, Pearl Harbor 4. Impacts of Technology on Total War 5. Hiroshima and Nagasaki 6. Literature and Art 7. Global Spatial Arrangements—Post-World War II World	1,2,3,4,5	Change Economic Systems Science and Technology	- What were the causes and consequences of World War II? - What roles did Churchill, Roosevelt, Stalin, Hitler, and Mussolini play in the outcome of World War II? - What roles did the individual citizen play in the Third Reich and in western democracies as nations moved toward war? - To what extent did science and technology redefine the latter half of the 20th century?

VIII. The 20th Century Since 1945

Content	Standards(s)	Theme/Concepts	Connections
A. Cold War Balance of Power 1. The World in 1945: Physical Setting 2. Germany and Japanese Lessons from Their Wartime Experiences. The Adoption of Democratic Systems of Government 3. Emergence of the Super Powers 4. Political Climate of the Cold War a. Marshall Plan b. Truman Doctrine c. Berlin Airlift and a Divided Germany d. NATO Alliance/Warsaw Pact e. Hungarian Revolt f. Soviet Invasion of Czechoslovakia g. Nuclear Weapons and Space h. Surrogate Super Power Rivalries (Egypt, Congo, Angola, Chile, Iran, Iraq, Vietnam, Guatemala) i. The Role of the United Nations in the Cold War and Post Cold War Eras	1,2,3,4,5	Political Systems	TEACHER's NOTE: Students should understand that the defeat of Germany and Japan in World War II had fundamental impacts upon the future political development of both these powers. Germany and Japan's new Constitutions reflect these wartime and post wartime experiences. -What did Germany learn from its Holocaust experience? -What reasons can you pose for Germany's adoption of one of Europe's most liberal asylum laws? -What is the nature of Germany's dipolmatic relations with Israel? -How was Japan's new Constitution developed?
B. Economic Issues in the Cold War and Post-Cold War Era 1. A Comparison of Market v. Command Economies (Western Europe v. Soviet Union) 2. Economic Development in Developing Nations Case Studies: India, Latin America, and Africa 3. Economic Recovery in Europe and Japan a. Western Germany becomes a Major Economic Power b. European Economic Community/Common Market/ European Union—Steps Toward European Integration? c. Occupation of Japan d. Japan Becomes an Economic Superpower 4. OPEC (Oil Crisis in the 70's) 5. Emergence of Pacific Rim Economies	1,2,3,4,5	Economic Systems Change	TEACHER'S NOTE: Students should understand that the Cold War was more than a military rivalry, it was a struggle for survival and supremacy by two basically different ideologies and economic systems. - Why did the Cold War take place and what was its impact? - What role did science and technology play is this conflict? Students should investigate Superpower rivalries in at least two different settings. - Why did the United States play such a vital role in the economic recovery of Europe and Japan? - How has the global economy changed since 1945? - What impact did the failure of democracy in Germany in the 1930s and 1940s play in post-World War II Germany?
C. Chinese Communist Revolution 1. China: The Physical Setting 2. Communist Rise to Power 1936-1949 3. Communism under Mao Zedong a. Great Leap Forward b. The Cultural Revolution and the Red Guard c. United States Recognition of Communist China 4. Communism under Deng Xiaoping a. Economic Reforms—Four Modernizations 1 Limited Privatization 2 Foreign Investment b. Tiananmen Square c. Return of Hong Kong—July 1,1997 5. The Role of Women in Communist China as Compared to the Role of Women in Dynastic China	1,2,3,4,5		TEACHER'S NOTE: Students should be given the opportunity to hypothesize about why democratic reforms failed in China and why Marxism was adopted. Like Russia, China was not an industrialized nation. - What roles did such individuals as Chiang Kai-shek (Jiang Jieshi) and Mao Zedong play in the Communist Revolution in China? - How successful was Mao in meeting the needs of the Chinese? - Why were the Communists under Den Xiaoping willing to adopt elements of the West's market economies but not their concept of human rights? - What role does the citizen play in the Chinese Communist system? - What role will cities such as Hong Kong and Singapore play in the 21st Century global economy?

VIII. The 20th Century Since 1945, continued

Content	Standards(s)	Theme/Concepts	Connections
D. Collapse of European Imperialism 1. India—Independence and Partition a. Muslim/Hindu Conflicts b. Status of the Caste System c. Non-alignment d. Sikhs and Tamils	2,3,4,5	Imperialism	Imperialism has played an important role in the global history of the 19th and 20th Centuries - Why did the colonial empires collapse after World War II? -What role does the caste system play in India today?
2. African Independence Movements and Pan Africanism a. Changing Political Boundaries in Africa (Nigeria, Ghana, and Kenya) b. Continuance of Economic Linkages with Former Colonial Powers c. Tribalism v. Nationalism: Nigeria and Civil War d. Apartheid—Policy of Racial Separation and Segregation 1 historical circumstances 2 African National Congress 3 leadership—Nelson Mandela, Desmond Tutu, F. W. de Klerc		Imperialism Nationalism Change Political Systems Economic Systems	- What forces brought about the collapse of European Imperialism in the post-World War II world? - What role did non-Western nationalism play in the collapse? - To what extent have all ties between imperialistic nations and former colonies been completely broken?
3. Southeast Asia a. Vietnam/Ho Chi Minh and Ngo Dinh Diem b. Cambodia/Pol Pot/Khmer Rouge		Political Systems Economic Systems Interdependence	
E. Conflicts and Change in the Middle East 1. Middle East: Physical Setting 2. The Creation of the State of Israel, Arab Palestinians, and Israel's Arab Neighbors 3. Conflicts in Lebanon and Iraq 4. The Iranian Revolution a. Causes and Impact b. Reza Pahlevi v. Ayatollah Khomeni 5. Persian Gulf War—Saddam Hussein 6. Islamic Fundamentalism (Iran, Lybia, Algeria, Turkey).	1,2,3,4,5 2	Nationalism Justice and Human Rights Diversity	TEACHER'S NOTE: Students should examine Islamic Fundamentalism from multiple perspectives in at least two nations. Students should also study fundamentalist groups in other religions. - To what extent was the collapse of communism in the Soviet Union a major turning point in global history? - What caused the collapse of communism in the Soviet Union? - What was the impact of the collapse on the West? On Cuba? - Why has it proven so difficult to resolve conflict in the Middle East? -Why is this region so important to the world's global economy? - What role have the United States and Egypt played in trying to resolve Arab/Israeli Conflicts?
F. Collapse of Communism and the Breakup of the Soviet Union 1. Easing of Tensions in the 1970's 2. Soviet Invasion of Afghanistan 3. Gorbachev (perestroika and glasnost) 4. Fall of the Berlin Wall and the Reunification of Germany—Causes and Impacts 5. Ethnic Conflict in Former Satellite States 6. Changing Political Boundaries 7. Boris Yeltsin—Challenges in the Transition from a Command to a Market Economy	1,2,3,4,5 4	Geography Economic and Political Systems	

VIII. The 20th Century Since 1945, continued

Content	Standards(s)	Theme/Concepts	Connections
G. Political Unrest in Latin America 1. Latin America: Physical Setting 2. Argentina a. Peron b. The Mothers of the Plaza De Maya 3. Fidel Castro's Cuban Revolution— Causes and Impact 4. Nicaragua and the Sandinistas 5. Guatemala and the Indigenous Indians	5		
H. Ethnic and Religious Tensions: An Analysis of Multiple Perspectives 1. Northern Ireland 2. Balkans: Serbs, Croats, and Muslims) 3. Middle East: Jews and Palestinians 4. India: Sihks, Tamils	2,4,5		- What factors might identify the nations listed as possible "Hot Spots" in the post-Cold War world? - What would you name the period since the collapse of communism in Eastern Europe? List 5 turning points in global history and explain why you selected them.
I. Post Cold War "Hot Spots" (North Korea, China, Russia, Mexico, Saudi Arabia, Zaire/Congo).	4,5		

IX. Global Connections and Interactions

Content	Standards(s)	Theme/Concepts	Connections
A. Economic Trends 1. North/South Dichotomy: Issues of Development (Post Colonialism) the Shift from Mixed Economies to Market Economies a. Africa b. Latin America 2. Economic Decision Making in Developing Economies (India, Nigeria, Brazil, Egypt) 3. World Hunger 4. Drug Cartels	1,2,4 4	IEconomic Systems Geography	TEACHER'S NOTE: Students should understand that as global economic systems become more interdependent, economic decisions made in one nation or region have implications for all regions. Economic development for all nations depends upon a wise use of globally scarce resources. - What is meant by the term "post-colonialism"? - What is the relationship between former colonies and the nations that once controlled them? - On what basis are economic decisions being made in developing nations? In industrialized nations? (compare/contrast) - How has economic decision making become more global as the world economy becomes increasingly interdependent? -To what extent is the economic development of much of the world at odds with strategies being taken to protest the environment?
B. Modernization/Tradition: Finding a Balance 1. Japan 2. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria)	1,2,3,4,5	Change	In most societies there is a tension between tradition and modernization. Traditional societies that are modernizing frequently develop conflicts regarding the secularization of the political system and the assumption of non-traditional roles by men and women. Non-western nations often look to technology to resolve their social, political, and economic problems at the same time that they want to maintain their culture and values. - What problems are posed by increased modernization and urbanization in developing nations? Urbanization and population pressures are issues

IX. Global Connections and Interactions, continued

Content	Standards(s)	Theme/Concepts	Connections
C. Urbanization—Use and Distribution of Scarce Resources (Africa, India, Latin America)	3	Urbanization	facing all nations. Students need to understand how nations use and distribute scarce resources. Urbanization, modernization, and industrialization are powerful agents of social change in developing nations. - What factors determine whether or not a nation is overpopulated? - What strategies are nations taking to overcome the adverse aspects of urbanization and overpopulation? - What would Thomas Malthus have thought about the impacts of science and technology on life spans and health?
D. Role of the United Nations 1. Peacekeeper 2. Social and Economic Programs	5		The United Nations was created to prevent war and to fight against hunger, disease, and ignorance. - How successful has the United Nations been in achieving its goals?
E. Patterns of Global Migrations 1. Turkish, Italian, and Russian Jew Immigration to Germany 2. North African Immigration to France 3. Latin American and Asian Immigration to the United States 4. African Migrations: Hutu and Tutsi	3	Geography/ Movement of Peoples and Goods	Students should be able to investigate the characteristics, distributions, and migrations of human populations on the Earth's surface. - What patterns of migration are emerging in the late 20th century? - To what extent are these patterns global? Students should be able to trace contemporary examples of ethnic tensions from their roots to their current status. - What is the relationship between the migration of people and ethnic tensions? - What is the relationship between ethnic tensions and nationalism? - What roles have the United Nations and other governments played in defusing ethnic tensions?
F. Science and Technology 1. Information Society/Computer Revolution /Internet 2. Impact of Satellites 3. Green Revolution 4. Space Exploration 5. Literacy and Education 6. Medical Breakthroughs-disease control/life expectancy/ genetics	1,2,3,4,5	Science and Technology Environment	
G. The Environment- Issues/Concerns 1. Pollution—Air, Water, Toxic Waste 2. Deforestation 3. Desertification 4. Nuclear Safety—Chernobyl 5. Endangered Species	1,2,3,4,5	Interdependence Geography	
H. Population Pressures and Poverty—(China, India, Africa, and Latin America)	4	Justice and Human Rights	
I. International Terrorism —Current Examples	5		
J. Status of Women/Women's Rights	5		

Proposed Scope and Sequence: United States History and Government

WORKING DRAFT

UNITED STATES HISTORY REGENTS SPECIFICATIONS GRID

Percentage of Items by Standard and Unit

	US and NY History	World History	Geography	Economics	Civics	Total Range
Constitutional Foundations	10-14	0-4	0-2	0–2	10–14	15–30
Industrialization of the US	4-8	0-2	0-4	4-8	0–2	10-20
The Progressive Responses to Industrialization	4-8	0-2	0-2	0-4	0-4	10-15
At Home and Abroad: Prosperity and Depression	4-8	2-6	0-4	2-6	0-2	20-25
The US in the Age of Global Crisis	4-8	2-6	0-2	0-4	0-2	10-15
World in Uncertain Times 1950-1980	4-4	0-4	0-4	0-4	0-2	10-15
1980- Present	2-6	0-2	0-2	0-4	0-2	0-5
Connections	0-4	0-2	2-6	0-4	0-4	5-10
TOTAL % of multiple-choice	50-60	5-10	5-10	10-20	20-30	

UNIT ONE: United States Geography

Note: Sections A-1 to A-3 below are suggested as a combination overview/review of United States geography that would introduce this course. The other sections, A-4 to D-5, will be folded into the remaining scope and sequence.

I GEOGRAPHY

A. The Physical/Cultural Setting in the Americas	places and regions
1. Size and location	
2. Major zones/areas	physical systems
a. Climate zones	
b. Vegetation zones	
c. Agricultural areas	
d. Natural resources	
3. Factors that shaped the identity of the United States	physical systems
a. Major mountain ranges	
b. Major river systems	
c. Great Plains	
d. Atlantic/Pacific Oceans	
e. Coast Lines	
f. Climate	
4. Barriers to expansion/development	physical systems
a. Climate	
b. Mountain ranges	
c. Arid lands	
d. Great Plains	
B. Role/Influence of geography on historical/cultural development	environment and society
1. Influences on early Native American Indians	
2. Territorial expansion	
3. Impact during wartime	
4. Effect of location on United States Foreign policy	
C. Geographic issues today	uses of geography
1. Waste disposal	
2. Water/air pollution	
3. Shifting populations	
4. Energy usage	
5. Urban crisis	
D. Demographics	human systems
1. Characteristics	
a. Gender	
b. Age	
c. Ethnicity	
d. Religion	
e. Economic variables	
f. Nature of household	
g. Marital status	
2. Immigration	
3. Migration	diversity
4. Population relationships/trends since 1865	
a. Population Growth	

I GEOGRAPHY, continued

b. Distribution c. Density 5. Current issues a. Graying of America b. Effects of the baby boom generation	change

UNIT TWO: CONSTITUTIONAL FOUNDATIONS FOR THE UNITED STATES DEMOCRATIC REPUBLIC

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY

A. Historical foundations 1. 17th and 18th century Enlightenment thought a. European intellectuals (Locke, Montesquieu, Voltaire, Rousseau) b. Key events (Magna Carta, Rights of Englishmen, English Bill of Rights, Glorious Revolution) 2. Colonial experience a. Mayflower Compact, Town Meetings, House of Burgesses, and Albany Plan of Union b. New York State Constitution 3. The Revolutionary War and the Declaration of Independence 4. Articles of Confederation	citizenship and civics civic values
B. Constitutional Convention 1. Representation and process 2. Conflict and compromise 3. The document: structure of government 4. Ratification a. The Federalist Papers—a New York activity with wide-spread influence b. The Debate: Federalist and Anti-Federalist Arguments	government
C. The Bill of Rights	
D. Basic Structure and Function: three branches and their operation	
E. Basic Constitutional Principles • National Power—limits and potentials • Federalism—the balance between nation and state • The Judiciary—interpreter of the Constitution or shaper of public policy • Civil Liberties—the balance between government and the individual • Criminal Liberties—the balance between the rights of the accused and protection of the community • Equality—its definition as a Constitutional value • The Rights of Women under the Constitution	citizenship and civics

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY, continued

- The Rights of Ethnic and Racial Groups under the Constitution
- Presidential Power in Wartime and in Foreign Affairs
- The Separation of Powers and the Capacity to Govern
- Avenues of Representation
- Property Rights and Economic Policy
- Constitutional Change and Flexibility — government

F. Implementing the New Constitutional Principles
1. Creating domestic stability through sound financial policies: Hamilton's financial plans
2. Development of unwritten Constitutional government under Washington, Adams, and Jefferson: cabinet, political parties, suppressing rebellion, judicial review, executive and congressional interpretation, lobbying
3. Neutrality and national security, Washington through Monroe: foreign affairs, establishing boundaries, improving internal transportation and communication — places and regions
   a. Neutrality: A key element of American foreign policy—influence of geography
   b. Economic pressures as a tool of diplomacy
   c. War as a last resort, or excuse?
   d. Territorial expansion creating safe boundaries: Manifest Destiny — environment and society
   e. Grand doctrines which enunciate great principles and extend power

II THE CONSTITUTION TESTED

A. Constitutional Stress and Crisis
1. Developing sectional differences and philosophies of government — decision-making
2. Equal rights and justice: expansion of franchise; search for minority rights; expansion of slavery; abolitionist movement; the Underground Railroad; denial of Native American Indian rights and land ownership — diversity
3. The great constitutional debates: states rights versus Federal supremacy; the legal and moral arguments for and against slavery; preservation of the Union — government

B. The Constitution in Jeopardy: The American Civil War
1. United States society divided
2. Wartime measures: unity, stability, and security

UNIT THREE: INDUSTRIALIZATION OF THE UNITED STATES

I THE RECONSTRUCTED NATION

A. Reconstruction Plans 1. Lincoln's plan 2. Congressional Reconstruction 3. Post-Civil War amendments (13th, 14th, and 15th) 4. Impeachment of Andrew Johnson 5. The reconstructed nation and shifting relationships between the Federal government, state governments, and individual citizens	change
B. The North 1. Economic and technological stimuli of the Civil War 2. Expanding world markets 3. Developing labor needs	factors of production
C. The New South 1. Agriculture: land and labor 2. Status of former slaves a. Former slaves experienced limited economic opportunity and many restrictions of political rights b. The migration of African-Americans to the North 3. Struggle for political control in the New South 4. Supreme Court interpretations of the 14th Amendment 5. The emerging debate over "proper" role of African-Americans (Booker T. Washington, W.E.B. DuBois)	places and regions change
D. End of Reconstruction 1. Disputed election of 1876 2. End of military occupation 3. Restoration of white control in the South (1870s and 1880s) 4. *Plessy* v. *Ferguson* (1896), "separate but equal"	
E. The Impact of the Civil War and Reconstruction: Summary 1. On political alignments 2. On the nature of citizenship 3. On Federal-State relations 4. On the development of the North as an industrial power 5. On American society	citizenship environment and society

II THE RISE OF AMERICAN BUSINESS, INDUSTRY, AND LABOR, 1865-1920

A. Pre-Civil War Industrial Growth: A Review of Textile and Iron Industries	needs and wants
1. In the development of industry, the United States had advantages, such as abundant natural resources and excellent transportation potential	factors of production
B. Business Organization: Size and Structure, Rise of Monopolies 1. Proprietorships, partnerships 2. Organizational changes	factors of production human systems

II THE RISE OF AMERICAN BUSINESS, INDUSTRY, AND LABOR, 1865-1920, continued

a. Incorporation
b. Capital concentration; consolidation
c. Expanding markets: national and international
d. Merchandising changes, department stores, mail order catalogs

C. Major Areas of Growth in Business and Industry (in each of the growth areas below, review conditions in that industry prior to 1860 and, where appropriate, the impact of the Civil War upon technology, and the growth of industrial strength)

technology

1. Transportation: railroads and automobiles; urban transportation
2. Building materials: steel
3. Energy sources: coal, oil, electricity
4. Communications: telegraph, telephone

physical systems

D. Representative Entrepreneurs: Case Studies in Concentrated Wealth and Effort (other personalities may be substituted; local examples of enterprise should also be used)

1. John D. Rockefeller: oil; Andrew Carnegie: steel; Ford: auto
2. Work ethic: Cotton Mather to Horatio Alger
3. Conflict between public good and private gain, e.g., use of resources

needs and wants

E. New Business and Government Practices: Popular and Government Responses

1. Laissez-faire and government support; interpretation of 14th Amendment by Supreme Court
2. Competition and absorption: mergers and trusts
3. Railroad "pooling"; rate inequities; railroad regulation: state and national I.C.C.
4. *Munn* v. *Illinois*, 1876; Sherman Anti-Trust Act, 1890

economic systems

F. Labor Unionization

factors of production

1. Efforts at national labor unions: Knights of Labor (1869); A.F.of L. (1881-86), I.L.G.W.U. (1900)
   a. "Bread and butter" objectives
   b. Unions and social issues (education)
   c. Attitudes toward immigrants, African-American, women
   d. Union leadership (Gompers)
2. Struggle and conflict
   a. Major strikes: gains and losses—Homestead, Pullman, Lawrence
   b. Management's position
   c. Weapons or tactics employed in disputes both labor and management
   d. Attitude and role of government

diversity

III ADJUSTING SOCIETY TO INDUSTRIALISM: AMERICAN PEOPLE AND PLACES

A. Impact of Industrialization — culture
   1. Urban growth
      a. Attractions: jobs, education, culture, public education system
      b. Problems (slums, increased crime, inadequate water and sanitation services) — empathy
      c. Skyscrapers and elevators; tenements and walk-ups
      d. Social Darwinism, "getting and spending", increased class division, conspicuous consumption, social conscience, philanthropy
   2. Work and workers
      a. Factories and people—Immigrant Patterns of Settlement — factors of production
      b. Geographic, economic, social, and political considerations
      c. Working conditions: "wage slavery"
      d. Living conditions: company towns and urban slums
      e. Significance of ethnic and racial impacts on worker population and the labor movement — diversity
   3. Women, families, and work
      a. Traditional roles—Victorian ideal and reality — identity
      b. Outside and inside their homes: double drudgery
      c. Jobs for domestics, laundresses, and textile workers; technology brought jobs as telephone operators and typists
      d. Emerging family patterns: two wage earners, broken homes
      e. Problems of child labor, elderly, disabled, and African-American women
         • Case Study: Child Labor
      f. Role of religion in a pluralistic society — culture
         • Religious tolerance develops slowly
         • Puritan beliefs and values influenced our historical development
   4. The growing middle class (consumerism and its material benefits and effects)
   5. Art and literature (Mark Twain and penny dailies)

B. The Immigrant and Changing Patterns — culture
   1. Early colonization and "old" immigration (1609-1860) Immigration as a source of rich Cultural Pluralism in the United States
      a. Motivations for immigration (northern and western Europe) — identity
      b. Case Studies: Mass starvation in Ireland (1845-1850), German immigration
      c. Free and indentured status: Chinese labor and the transcontinental railroad
      d. African immigration: forced slavery—Assimilation problems for non-white Americans — diversity
      e. Nativist reactions: Know-Nothing party
      f. Absorption by conquest and annexation (French Acadians, Mexican/Hispanic)
      g. Ethnic and geographic distribution: ca. 1870

2. Immigration, 1850-1924	
a. New sources: eastern/southern Europe; Asia—the "New Ethnicity"	diversity
• Case Studies: Italian Immigration, Chinese immigration (1850-1924, West to East migration), Russian/Jewish immigration	
b. The impulses abroad	change
c. The attractions here: labor shortages, liberty, and freedoms	
d. Urbanization: ghettos	
e. "Americanization" process	
f. Impacts on family, religion, education and politics	
g. Contributions to American society	
• Diversity of the United States population	
3. Reactions to the "new" immigration	culture
a. Cultural pluralism: assimilation (Americanization), acculturation ("melting pot" or cultural pluralism) or both	
b. Nativist reactions: stereotyping and prejudice	
c. Impact on African-Americans and other established minorities	
d. "Yellow Peril," West Coast restrictions	citizenship and civic life
e. Literacy testing, 1917	
f. The "Red Scare"	
g. Quota Acts of 1921 and 1924	
C. The Last Frontier (1850-1890)	
1. The frontier as idea and reality: 1607-present	
2. Land west of the Mississippi	environment and society
a. Rolling plains and the Great American Desert	
b. Native American Indian Nations; concept of oneness with the environment	
c. The Homestead Act, 1862 and the settlement of the West	
3. The impact of industrialization	human systems
a. Improved transportation facilitated shipping of foodstuffs and migration of population	technology
b. Western migration of immigrants	
c. Potential for investment: development of key urban centers	
4. Native American Indians: status since 1607	
a. Pressures of advancing white settlement: differing views of land use and ownership	diversity
b. Treaties and legal status	
c. The Indian Wars: 1850-1900	human systems
d. Legislating Indian life: reservations; Dawes Act (1887)	citizenship
5. Agrarian protest	
a. The Grange movement as agrarian protest	
b. Populism: a political response—William Jennings Bryan and the election of 1896	
• Case Study: The populists as a grass roots political party	
c. National government response: Interstate Commerce Commission, Sherman Anti-trust Act (1896)	government

UNIT FOUR: THE PROGRESSIVE MOVEMENT: RESPONSES TO THE CHALLENGES BROUGHT ABOUT BY INDUSTRIALIZATION AND URBANIZATION

I REFORM IN AMERICA

A. Pressures for Reform	
1. Effects of developing technologies and their social, ethical and moral impact	technology
2. Struggle for fair standards of business operation and working conditions	
3. Increasing inequities between wealth and poverty	
4. Rising power and influence of the middle class	
B. Progress: Social and Economic Reform and Consumer Protection	
1. The "Muckrakers" and reform	culture
a. Magazine writers (Steffens, Tarbell)	
b. Novelists (Norris, Sinclair)	
c. Legislative (Pure Food and Drug Act, Meat Inspection Act)	
2. Other areas of concern	
a. Social settlement movement and the problems of poverty (Jacob Riis, Jane Addams)	
b. Women's rights and efforts for peace	identity
• The suffrage movement (Stanton, Anthony); Seneca Falls	
• Beginnings of fight for birth control (Margaret Sanger)	
• Peace movement	
c. The black movement and reform (Washington and DuBois)	diversity
• Formation of N.A.A.C.P. (1912)	
• Ida Wells (anti-lynching)	
• Marcus Garvey	
d. Temperance/prohibition	
e. Formation of Anti-Defamation League (1913)	
C. Progressivism and Government Action	government
1. Emerging progressive movement: political reform	
• Influence of America's Urban middle class	
a. Municipal and state reform	
• Municipal reform: response to urban problems	
• Sudden growth and needed services	
b. Progressive state reform: e.g., Wisconsin (Robert LaFollette), New York (Theodore Roosevelt), Massachusetts: initiative, referendum, recall; economic, social, environmental reforms	civic values
2. Theodore Roosevelt and the "Square Deal"	government
a. The stewardship theory of the Presidency	
b. Legislation strengthening railroad regulation and consumer protection	
c. "Trust-busting" court cases (rule of reason): Standard Oil	

I REFORM IN AMERICA, continued

3. Conservation
   a. Teddy Roosevelt's concern for nature, land and resources
   b. Federal legislation and projects: effects on states' limits
   c. Roles of Gifford Pinchot and John Muir
4. Woodrow Wilson and the New Freedom — environment and society
   a. Progressivism at its zenith; the 1912 election: Taft, Roosevelt, Wilson
   b. The Underwood Tariff and the graduated income tax
   c. Clayton Antitrust Act and the Federal Trade Commission — civic values
   d. The Federal Reserve System (monetary controls)
   e. Women's suffrage amendment
5. World War I: effect on domestic reform

II AMERICA REACHING OUT

A. An Emerging Global Involvement — places and regions
   1. Manifest Destiny and expansion to the Pacific Ocean
      a. Perry and the "opening" of Japan; Japanese reaction, 1854-1900
      b. The China trade: Chinese interests since colonial times — change
      c. Chinese-Americans - role in American society
   2. Other Pacific overtures
      a. United States and China; the Chinese perspective (Boxer Rebellion)
      b. The Open Door Policy
      c. Acquisition of Hawaii — change
      d. Naval bases: Samoa
   3. Imperialism: the Spanish-American War
      a. Review of Monroe Doctrine (1823-1898)
      b. United States empire—Puerto Rico; Cuban protectorate (the Platt Amendment)
         - Acquisition of the Philippines: "the great debate" — interdependence
         - Disposition of territories
         - Constitutional issues
   4. Latin American affairs
      a. West Indies protectorates ("the big stick")
      b. Panama Canal: acquisition and construction; Canal retrocession treaty
      c. Monroe Doctrine update (Roosevelt Corollary): the view from Latin America
      d. Taft and dollar diplomacy

B. Restraint and Involvement: 1914-1920 — change
   1. United States involvement
      a. Efforts at neutrality and "preparedness"
      b. Causes of United States entry into World War I
      c. United States role in the war
      d. United States reaction to the Russian Revolution

C. Wartime Constitutional Issues — government
   1. War opposition and patriotism: the draft issue
   2. Espionage and sedition acts — citizenship and civic life
   3. *Schenck* v. *United States* (1919), clear and present danger doctrine

II AMERICA REACHING OUT, continued

4. Red scare - 1918-1919

D. The Search for Peace and Arms Control: 1914-1930
   1. The peace movement: Women's International League for Peace and Freedom
   2. War aims: the "14 Points"
   3. Versailles Treaty: Wilson's role
   4. League of Nations: Henry Cabot Lodge and the United States Senate rejection
   5. Washington Naval Disarmament Conference (1920's)
   6. Reparations and war debts (United States as a world banker)
   7. Kellogg-Briand Pact (1928)
   8. Establishment of the World Court

human rights

UNIT FIVE: AT HOME AND ABROAD: PROSPERITY AND DEPRESSION, 1917-1940

I WAR AND PROSPERITY: 1917-1929

A. Impact of war
   1. War's effects on gender roles, and on African-Americans, and other minority groups
   2. Case study: Movement of southern Black Americans to northern cities
   3. Reconversion and "normalcy": 1918-1921

diversity

B. The Twenties: Business Boom or False Prosperity?
   1. Post-World War I recession
   2. Avarice and scandal: Teapot Dome
   3. Coolidge prosperity; not for everyone
   4. Problems on the farm:
      a. Expansion, mortgages and advancing technology
      b. Farmers and minorities fail to share in economic benefit
   5. Speculative boom: the "Big Bull Market"

factors of production

C. Mass Consumption and the Clash of Cultural Values
   1. Mass consumption
      a. The automobile: new industries, products and services
      b. Installment buying: consumer durable goods (appliances)
      c. Real estate boom and suburban development; its economic and geographic implications: decline of trolleys and trains, improvement of roads
         - The emergence of new regional, political, and economic units
      d. Entertainment: radio; motion pictures; advertising and cultural homogenization
   2. Constitutional and legal issues
      a. Threats to civil liberties: Red Scare, Ku Klux Klan and Sacco and Vanzetti

culture
needs and wants

technology

citizenship and civic life

I WAR AND PROSPERITY: 1917-1929, continued

b. Prohibition and the Volstead Act: stimulus to crime, public attitudes, repeal (21st Amendment)	
c. Science, religion and education: the Scopes trial (1925)	
d. Legal status of American Indians, 1887-1970: citizenship, 1924, self-government, 1934, self-determination, 1970	
e. Restrictions on immigration: closing the Golden Door	
3. Shifting cultural values	
a. Revolution in morals and manners: fads, flappers and Freud	culture
b. Women's changing roles	
• Effect of World War I	diversity
• Involvement in the political process: the 19th Amendment	
• Health and working conditions	
• Women in the work force	
• Emerging role: emphasis on wife rather than mother	identity
c. The literary scene	
• Sinclair Lewis, Ernest Hemingway, Langston Hughes, Edith Wharton, Willa Cather, and F. Scott Fitzgerald	
• The Harlem Renaissance	

II THE GREAT DEPRESSION

A. Onset of the Depression	factors of production
1. Weakness in the economy	scarcity
a. Overproduction/underconsumption (maldistribution of wealth)	
b. Overexpansion of credit (e.g., buying stock on margin)	
2. The stock market crash	economic systems
a. Worldwide nature—Growing financial interdependence	
b. Interdependent banking systems	
c. International trade	
d. Political repercussions	
3. The Hoover response	diversity
a. Rugged individualism; "trickle down" economics	
b. Reconstruction Finance Corporation	
4. Unemployment, the Bonus Army, Hoovervilles; impact on women and minorities	
B. Franklin D. Roosevelt and the New Deal: Relief, Recovery and Reform Programs	government
1. Relief of human suffering	
a. Bank "holiday"; Emergency Banking Act	
b. Federal Emergency Relief Act	
c. Unemployment: WPA, PWA, CCC; troubling equity issues	
2. Recovery of the United States economy	decision-making
a. NRA: "codes of fair competition"	
b. Mortgage relief: HOLC; FHA	
c. First and second AAA, scarcity and parity	
3. Search for effective reform (program examples)	economic systems
a. Banking: Glass-Steagall Act (FDIC)	needs and wants

II THE GREAT DEPRESSION, continued

b. Stock market: SEC	
c. Social Security	
d. Labor	
• Wagner Act (NLRB)	
• Labor Standards Act	
4. Labor's response: Formation of C.I.O.	
5. Controversial aspects of the New Deal	
a. Constitutional issues	government
• Supreme Court and the *NRA (Schechter Poultry Corp. v. United States*, 1935)	
• Supreme Court and the AAA	
• TVA: model yardstick or creeping socialism	
b. 1936 election "mandate"	
c. Roosevelt's "court-packing" proposal	
d. 1940: third-term controversy (the unwritten Constitution)	
e. Passage of the 22nd Amendment (1951)	
6. The human factor	
a. FDR as communicator and his efforts to restore public confidence; press conferences, "fireside chats," and effective use of the radio	culture
b. Eleanor Roosevelt as the President's eyes and ears	
c. The Dust Bowl and the Okies	
d. The New Deal and women (Frances Perkins)	diversity
e. The New Deal and minorities (shift in African-American vote)	
f. Indian Reorganization Act (1934)	
7. Culture of the Depression	culture
a. Literature: John Steinbeck and Langston Hughes	
b. Music: jazz, swing (big bands)	
c. Art: WPA, fine arts, Hollywood, comic books	
8. Opposition to the New Deal: Al Smith, Norman Thomas, Huey Long, Father Coughlin, Dr. Townsend	

UNIT SIX: THE UNITED STATES IN AN AGE OF GLOBAL CRISIS: RESPONSIBILITY AND COOPERATION

I PEACE IN PERIL: 1933-1950

A. Isolation and Neutrality	interdependence
1. Public attitudes of disillusion and pacifism	
2. Neutrality Acts of 1935-37	
3. Spanish Civil War: testing war technology and ideology	
4. FDR's "quarantine" speech (1937)	
B. Failure of Peace; Triumph of Aggression	world in spatial terms
1. Aggressions of Germany, Italy, Japan: 1932-1940	
2. Appeasement: The Munich Conference (1938)	
3. German attack on Poland; Start of World War II	places and regions
4. Gradual United States involvement	
a. Neutrality Act of 1939 ("cash and carry")	interdependence

I PEACE IN PERIL: 1933-1950, continued

b. Lend-Lease Act and 50 overage destroyers deal c. The moral dimension: The Atlantic Charter (August 1941)	
C. The United States in World War II	
1. Pearl Harbor	
2. The human dimensions of the war	culture
a. The "arsenal of democracy" (feats of productivity)	
b. Role of women: WACs; Rosie the Riveter; return of the retired	
c. Mobilization: the draft: minority issues	
d. Financing the war: war bond drives; Hollywood goes to war	
e. Rationing	
f. Experiences of men and women in military service	
3. Allied strategy and leadership	
4. The atomic bomb	choice
a. The Manhattan Project (role of refugees)	decision making
b. Truman's decision to use the atomic bomb against Japan: Hiroshima and Nagasaki	
c. United States occupation of Japan; the "MacArthur Constitution"	
d. Japanese war crime trials	
5. The war's impact on minorities	diversity
a. Incarceration of West Coast Japanese-Americans; Executive Order 9066; *Korematsu* v. *United States* (1944)	
b. Extent of racially integrated units in the military	human rights
c. The Nazi Holocaust: United States and world reactions	
d. The Nuremberg war crimes trials; later trials of other Nazi criminals, e.g., Eichmann, Barbie	
6. Demobilization	change
a. Inflation and strikes	
b. The "G.I. Bill"; impact on education and housing	
c. Truman's Fair Deal	
d. Partisan problems with Congress	
e. Minorities continued to find it difficult to obtain fair practices in housing, employment, education	diversity
f. Upset election of 1948; Truman v. Dewey	

II PEACE WITH PROBLEMS: 1945-1960

A. International Peace Efforts	human rights
1. Formation of the United Nations	
2. United Nations Universal Declaration of Human Rights	
a. Eleanor Roosevelt's role	
b. Senate response	
3. Displaced persons: refugee efforts	
B. Expansion and Containment: Europe	places and regions
1. Summitry: Yalta and Potsdam, establishing "spheres of influence"	
2. The Iron Curtain: Winston Churchill	
3. The Truman Doctrine: Greece and Turkey	interdependence

II PEACE WITH PROBLEMS: 1945-1960, continued

4. The Marshall Plan
   a. Aid for Europe
   b. The Common Market
   c. European Parliament
5. Berlin Blockade airlift
6. Formation of NATO alliance

C. Containment in Asia, Africa, and Latin America
1. The United States and Japan
   a. Separate peace treaty (1951)
   b. Reconstruction of Japan
2. The United States and China
   a. Rise to power of Mao Zedong and the People's Republic of China
   b. Chiang Kai-shek to Taiwan (1949)
3. USSR tests an A-bomb (1949)
4. The "Hot War" in Asia: Korean War
   a. The Yalu River: China enters the war
   b. United Nations efforts: MacArthur, Truman and "limited war"
   c. Stalemate and truce (1953)
5. Point four aid: African, Asia, Latin America

D. The "Cold War" at home
1. Truman and government loyalty checks
   - Case studies: The Smith Act and the House Un-American Activities Committee (*Watkins* v. *United States*, 1957); The Alger Hiss case (1950); the Rosenberg trial (1950)
2. Loyalty and dissent: the case of Robert Oppenheimer
3. McCarthyism

world in spatial terms

interdependence

citizenship and civic life

UNIT SEVEN: WORLD IN UNCERTAIN TIMES: 1950-PRESENT

I TOWARD A POSTINDUSTRIAL WORLD: LIVING IN A GLOBAL AGE

A. Within the United States, changing:
1. Energy sources (nuclear power)
2. Materials (plastics, light metals)
3. Technology (computers)
4. Corporate structures (multinational corporations)
5. Nature of employment (agriculture to industry to service)
6. Problems (waste disposal, air/water pollution, growing energy usage, depleting resources e.g., domestic oil supply)

technology

environment

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II CONTAINMENT AND CONSENSUS: 1945-1960

A. Review postwar events	places and regions
1. Emerging power relationships: East/West;North/South; (haves/have-nots; developed/developing nations)	
B. Eisenhower Foreign Policies	decision making
1. The end of the Korean War	
2. John Foster Dulles, the domino theory and massive retaliation; brinkmanship posture	
3. The H-Bomb; atoms for peace	
4. Summits and U-2's	
5. Establishment of SEATO	interdependence
6. Controversy: Aswan Dam and Suez Canal	
7. Polish and Hungarian uprisings	places and regions
8. Eisenhower Doctrine: intervention in Lebanon	
9. Sputnik: initiating the space race	
C. Domestic Politics and Constitutional Issues	civic values
1. The Eisenhower peace	
a. Returning the United States to a peacetime economy	
b. Interstate Highway Act (1956)	
c. Suburbanization	
d. The Warren Court	
2. Civil rights	
a. Jackie Robinson: breaking the color barrier	
b. *Brown* v. *Topeka Board of Education*, 1954	
c. Beginnings of modern black civil rights movement	empathy
• Little Rock: school desegregation	
• Rosa Parks and the Montgomery bus boycott	
• Segregation in public transportation ruled unconstitutional	
• Sit-ins: non-violent tactic	citizenship and civic life
• Civil rights legislation	
D. The People	change
1. Prosperity and conservatism	
a. Postwar consumption: homes, autos and television	
b. New educational opportunities: G.I. Bill	
c. The Baby boom and its effects	environment and society
2. Migration and immigration	
a. Suburbanization: Levittowns	human systems
b. Cities: declining	diversity
c. New immigration patterns: Caribbean focus	

III DECADE OF CHANGE: 1960s

A. The Kennedy Years	
1. The New Frontier: dreams and promises	
a. Civil rights actions	civic values
• James Meredith at the University of Mississippi	
• Public career of Dr. Martin Luther King, Jr., Birmingham protest ("Letter from Birmingham Jail")	
• Assassination of Medgar Evers	

- March on Washington

2. Movement for rights of disabled citizens — citizenship and civic life
   a. Background
      - Historic attitude that disabled were defective
      - Emergence of humanitarian view in 19th century - development of large institutions
      - Development of the concept of normalization - early 20th century programs of education and training
   b. Kennedy administration, 1961-63 - beginning awareness, changing attitudes — diversity
      - President's Council on Mental Retardation
      - Special Olympics
   c. Litigation and Legislation; 1960 - present — empathy
      - Education of the Handicapped Act - 1966
      - Education for All Handicapped Children Act - 1971
      - Rehabilitation Act of 1973 - Section 504
      - Citizens with Disabilities Act - 1990
   d. Dependence to Independence
      - Activism by disabled veterans
      - De-institutionalization
      - Mainstreaming
3. Foreign policy actions — interdependence; places and regions
   a. Latin American overtures
      - Bay of Pigs invasion
      - Cuban missile crisis
      - Alliance for Progress
   b. Vienna Summit/Berlin Wall
   c. Peace Corps
   d. Launching the race to the moon — environment and society
   e. Nuclear Test Ban Treaty 1963, 1967; "Hot Line" established
4. Assassination in Dallas

B. Johnson and the Great Society
   1. Expanding on the Kennedy social programs — culture
      a. War on Poverty; VISTA
      b. Medicare
      c. Federal aid to education
      d. Environmental issues and concerns
   2. The moon landing: the challenge of space exploration — civic values
   3. Continued demands for equality: black civil rights movement
      a. Black protest, pride and power — diversity
         - N.A.A.C.P. (National Association for the Advancement of Colored People): legal judicial leadership, Urban League
      b. Case Studies:
         - S.N.C.C (Student Nonviolent Coordinating Committee): sit-in movement among college students
         - S.C.L.C. (Southern Christian Leadership Conference): promote nonviolent resistance, sit-ins, boycotts — civic values
         - C.O.R.E. (Congress of Racial Equality): "Freedom Riders"
         - Testing of segregation laws

• Others: Black Muslims; prominence of Malcolm X: advocating separation of races, separate state in the United States • Civil unrest: Watts riot, 1965 as example; Kerner Commission • Assassinations of Malcolm X, Robert Kennedy, Martin Luther King, Jr.	civic values
b. Legislative impact • Truman and civil rights • *Brown* v. *Board of Education of Topeka*, 1954 • Civil Rights Acts of 1957, 1964, modifications since 1964 • Voting Rights Act, 1965 • 24th Amendment (eliminating poll tax) • Court decisions since 1948 upholding or modifying preferential treatment in employment; equal access to housing; travel accommodations; voting rights; educational equity	citizenship and civic life
4. Demands for equality: women a. The modern women's movement • Kennedy Commission and the Civil Rights Act, 1963-64 • NOW (1966) to present • Title IX - equal educational access (1972) b. Issues • Shifting roles and images • Equal Rights Amendment (failure to ratify) • *Roe* v. *Wade* (1973) • Equality in the workplace: compensation, the glass ceiling • Increasing domestic abuse	diversity identity
5. Rising consciousness of Hispanic Americans a. "Brown Power" movement b. Organizing farm labor c. Cuban and Haitian immigration d. Increasing presence in American politics	identity diversity
6. Demands for equality: American Indian Movement (AIM) and other protests a. Occupation of Alcatraz b. The Long March c. Wounded Knee, 1973	
7. Rights of the accused a. *Giddeon* v. *Wainright* (1963) b. *Escobedo* v. *Illinois* (1964) c. *Miranda* v. *Arizona* (1966)	civic values
8. Legislative reapportionment: *Baker* v. *Carr* (1962)	

IV THE LIMITS OF POWER: TURMOIL AT HOME AND ABROAD, 1965-1972

A. Vietnam: Sacrifice and Turmoil
   1. The French-Indo Chinese War: early United States involvement; Eisenhower and Kennedy policies (review how foreign policy is formulated)
   2. United States and the spread of communism; domino theory
   3. Concept of Guerrilla warfare
   4. Student protests at home
      a. Draft protesters
      b. Political radicals: protests, Students for a Democratic Society (SDS), anti-war
      c. Cultural radicals: hippies and communalists
   5. President Johnson's decision not to seek reelection
      a. The Democratic Convention of 1968: war protesters disrupt proceedings
      b. Impact of the war on society
         - Inroads on the social programs of the Great Society
         - Crisis of confidence in authority
         - War Powers Act (1973): curtailing the powers of the President

places and regions

culture

choice

V THE TREND TOWARD CONSERVATISM, 1972-1985

A. Nixon as President, 1969-74
   1. Domestic policies and events
      a. Dismantling the Great Society
      b. The moon landing
      c. Self-determination for American Indians, 1970
   2. Nixon's internationalism
      a. Henry Kissinger and realpolitik
         - Withdrawal from Vietnam and Cambodia; peace talks
         - Nixon Doctrine
         - Opening to China
         - Detente: SALT and grain
   3. The "Imperial Presidency" in trouble
      a. Resignation of Spiro Agnew
      b. Watergate affair and its constitutional implications
      c. (*Nixon* v. *The United States*, 1974)
      d. The impeachment process and resignation

B. The Ford and Carter Presidencies
   1. The appointive Presidency: Ford and Rockefeller (the Constitutional aspects)
   2. Domestic policy issues
      a. Pardon for Nixon and amnesty for draft evaders
      b. Oil crisis: shifting energy priorities
      c. Environmental concerns
         - Three Mile Island
         - Acid rain
         - Toxic waste
         - Environmental Protection Agency (1970)

change

choice
decision-making

environment and society

V THE TREND TOWARD CONSERVATISM, 1972-1985, continued

3. Foreign policy issues a. Oil crisis: Middle East in turmoil b. The Afghanistan invasion: Olympics and grain—diplomatic weapons c. Middle East mediation: Camp David Agreements d. Iranian hostage crisis: 1979-1981	interdependence
C. Reagan and Bush, The "New" Federalism 1. Volunteerism 2. Supply-side economics 3. Tax policy and deficits 4. Environmental and civil rights policies 5. Effects on minorities	economic systems
D. New Approaches to Old Problems 1. Feast and famine: the farmer's dilemma 2. The problems of poverty in an affluent society—"the underclass" 3. The "new" immigrants; (Immigration Reform and Control Act of 1986) 4. Changing Demographic Patterns (Growing numbers of elderly)	
E. Renewed United States Power Image 1. Central America and the Caribbean: debt and stability 2. Middle East: war and hostages	human systems
F. Trade imbalance and divesting 1. Japan: trade imbalance 2. United States and South Africa	interdependence
G. United States—Soviet Relations 1. Gorbachev and Soviet relations 2. "Star Wars" and arms limitations efforts	government

VI APPROACHING THE NEXT CENTURY 1986 -

H. Iran-Contra A. The Bush Presidency 1. The elections of 1988, 1990, and 1992 a. Effects of demographics b. Rise of a third party c. Increasing influence of political action committees	human systems
2. Domestic issues a. Environmental concerns b. Immigration issues c. Savings and Loan Scandal d. Social problems • Drug abuse • Homelessness • Gang violence	environment and society culture

VI APPROACHING THE NEXT CENTURY 1986 -, continued

• Health issues	interdependence
	government
	needs and wants
	places and regions
	interdependence

Grade 12 Social Studies

The curriculum for grade 12 social studies continues to focus on two major areas:

1) **Participation on Government**
2) **Economics and Economic Decision Making**

Since the content outlines have not changed in these subjects, the syllabi have not been reprinted in this document. Brief descriptions of each of these courses follow.

Grade 12 Social Studies: Participation in Government

Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen.

Course content will:

- be interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum; will include life experience beyond classroom and school
- be related to problems or issues addressed by students, i.e., content in the form of data, facts, or knowledge may vary from school to school, but real and substantive issues at the local, State, national, and global levels should be integrated to the program
- be in the form of intellectual processes or operations necessary to deal with data generated by problems or issues addressed, i.e., the substance of the course.

In addition, the term *participation* must be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a classroom.

Grade 12 Social Studies: Economics and Economic Decision Making

The study of economics in grade 12 should provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The course is designed to be used with all students, emphasizes rational decision-making, and encourages students to become wiser consumers as well as better citizens. Teachers will provide for different student needs by selecting appropriate instructional materials and learning strategies.

Social Studies Resource Guide

Notes about Part II

- **Part II contains learning experiences developed by New York State teachers that have been reviewed and approved by teacher panels.**
- **The learning experiences reflect a range from activities that familiarize students with important social studies content and skills to more formal experiences suitable for in-class assessment.**
- **The student work reflects a range of student performance. Student work has not been edited, and therefore may contain some inaccuracies of content and style.**

PART II.1

Reading 'Riting, 'Rithmetic 2
Colonial Times to Our Times 9
Museum/School Partnership.....14

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

THE UNIVERSITY OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT

http://www.nysed.gov

ELEMENTARY

Standards & Performance Indicators

Reading, 'Riting, 'Rithmetic

SS 1

- ▲ roots of American culture
- ▲ information about traditions
- ▲ how traditions were passed
- ▲ view historic events through eyes of those who were there

SS 2

- ▲ read historical narratives
- ▲ distinguish between past/present/future
- ▲ explore lifestyles/beliefs/traditions

SS 5

- ▲ what it means to be a good citizen
- ▲ identify/describe rules/responsibilities
- ▲ participate in activities

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Grade 4

Children will need enthusiasm for learning, copies of preparation lessons, spelling lists, and a poem to memorize. Costumes from home such as long skirts and bonnets for the girls, and jeans or overalls for the boys add to the authenticity.

Reading, 'Riting, 'Rithmetic is a reenactment program used in the 4th Grade as an integral part of the local history study. The children prepare for, and actually participate in a pioneer school day. The children will develop an appreciation for the child of the 19th century by actually "walking in their shoes." The children will begin to view history not as a text of famous events and people, but a story of ordinary people like themselves.

Because this unit is activity-oriented, and is based on the lives of 4th grade students, nothing is needed except an enthusiasm for learning. Background for understanding is provided in activities, literature, and documents from the past.

The teacher's role in this unit is to familiarize the students with the classrooms and learning of the 19th century. This is introduced by reading from children's literature. These will include chapters from Laura Ingalls Wilder's stories, *Caddie Woodlawn*, and the *American Girl Learns A Lesson* series by Pleasant Company. The teacher then provides opportunities for

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the class to experience reading, writing, and arithmetic lessons from the past. These will involve reading from McGuffey readers, practicing writing with a quill pen and ink, and solving arithmetic problems from the past. The teacher also provides a spelling list to study for a future spelling bee, and poetry to memorize and recite on pioneer school day.

The teacher runs the reenactment day following the schedule used at a one-room schoolhouse in the 19th century. There is a series of morning lessons in reading, writing, and arithmetic, along with recess. Activities such as poetry recitation, spelldown, geography memory game, oral math contest, and singing are included in the school day.

PROPS

Mc Guffey Readers - purchased - special-ordered at bookstores

Hornbooks - handmade

1) cut out from thin plywood
cover with clear contact
write on with permanent marker

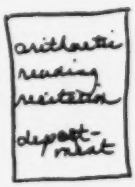
2) cut from cardboard
paste paper
have kids draw on own ABC's, proverbs
cover with contact

3) use decorator plaque →

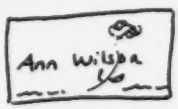
add printed copy
cover with contact
cut out
dowel

Slates - purchased or
can be made with 9x12" masonite
spray with chalkboard finish (Hamaett's)
seal edges with masking tape

report cards



name cards to exchange with friends



← have children design their own

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autograph books design cover / a recess activity – gathering signatures
sew pages

Steve Caney's Kids America is a great resource for old autograph book sayings

Copy Book design + print cover on card stock (use old x table pictures from ABC books)
hand sew old paper to inside.

Quill Pens best made from turkey feathers
cut nib – will last for years!

Ink purchased easily
great if you use homemade recipe! (included in packet)

Battledore purchased or
can be made easily in class
similar to hornbook but on paper and folded

Table Book a first general textbook
contains reading grammar and arithmetic lesson.
available at Cooperstown bookstore
can make your own class version

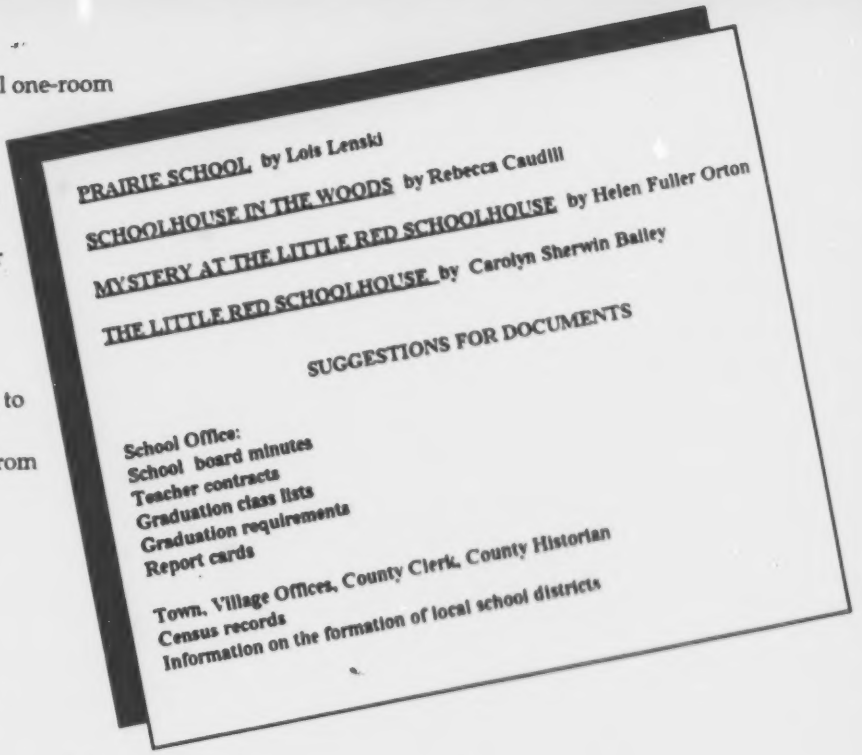
The children may do a variety of activities with children's literature. These may involve writing story summaries, creating comparison charts or Venn diagrams, or writing fictional school diaries. Working in learning centers, the children practice writing with proper quill penmanship, look at primers and hornbooks, and solve difficult word problems from the past. They study proposed spelling lists, and learn a poem to recite.

The focus of these lessons is to familiarize the students with the schooling of the past. Most activities are done in cooperative work groups, with a range of ability in each group. Often the activities are done at learning centers with the children helping each other. The range of reading abilities can be addressed by incorporating a range of grade-level materials, and by reading difficult materials to the class.

The reenactment can be done at an actual one-room schoolhouse, or arranged in your own classroom. Modern desks and chairs are removed from the room, and replaced with benches (usually obtained from school gym). Cardboard boxes or shelves can be used to block off "pioneer school" from the rest of the classroom.

Materials and Supplies

- copies of children's literature relating to one-room schoolhouse experiences
- McGuffey readers (reprints ordered from bookstores)
- quill pens, ink
- worksheets
- copies of poems
- spelling list (teacher-generated)
- schedule for school day
- access to one-room school (optional)


PRAIRIE SCHOOL by Lois Lenski
SCHOOLHOUSE IN THE WOODS by Rebecca Caudill
MYSTERY AT THE LITTLE RED SCHOOLHOUSE by Helen Fuller Orton
THE LITTLE RED SCHOOLHOUSE by Carolyn Sherwin Bailey
SUGGESTIONS FOR DOCUMENTS
School Office:
School board minutes
Teacher contracts
Graduation class lists
Graduation requirements
Report cards
Town, Village Offices, County Clerk, County Historian
Census records
Information on the formation of local school districts

Proficiency Report for Process Writing
Grade ____ 19 ___ - 19 ___ Teacher ____
Student Name ____

4	3	2	1	
Independently writes in paragraphs with introductory sentences, main ideas, and supporting detail	**independently** creates a logical plan that includes a beginning , middle, and end	**with teacher-directed plan** follows a logical sequence with beginning, middle, and end	**with teacher-directed plan** ideas jump all over	ORGANIZATION 10 20 30 40
independently supports topic very clear, detailed many examples given to support main idea clearly shows purpose for writing creative or clever	**independently supports topic** very clear examples and details used to support main idea	**teacher-directed topic and plan** clear, but simple main ideas only few details or examples	**teacher-directed topic and plan** not sure of topic, wanders, vague	SUPPORTING TOPIC 10 20 30 40
very descriptive sentences include adjectives, adverbs, descriptive phrases, similes, and personification	**descriptive** sentences include adjectives, adverbs, descriptive phrases	**beginning to describe** sentences with nouns verbs and adjectives	**little description** basic sentences of nouns and verbs	WORD CHOICE 10 20 30 40
varied use of expanded sentences structure includes phrases, compound sentences, and unique sentence beginnings	**expanded sentences** that vary in length and include phrases	**simple sentences** that begin in a similar way	**sentence fragments and run-ons**	SENTENCES 10 20 30 40
no errors	**mostly correct**	**some error**	**serious error**	SPELLING / CAPITALIZATION 10 20 30 40
correct use of " " , in phrasing	**correct in basic .,? !**	**many errors in punctuation**	**punctuation mostly ignored**	PUNCTUATION 10 20 30 40

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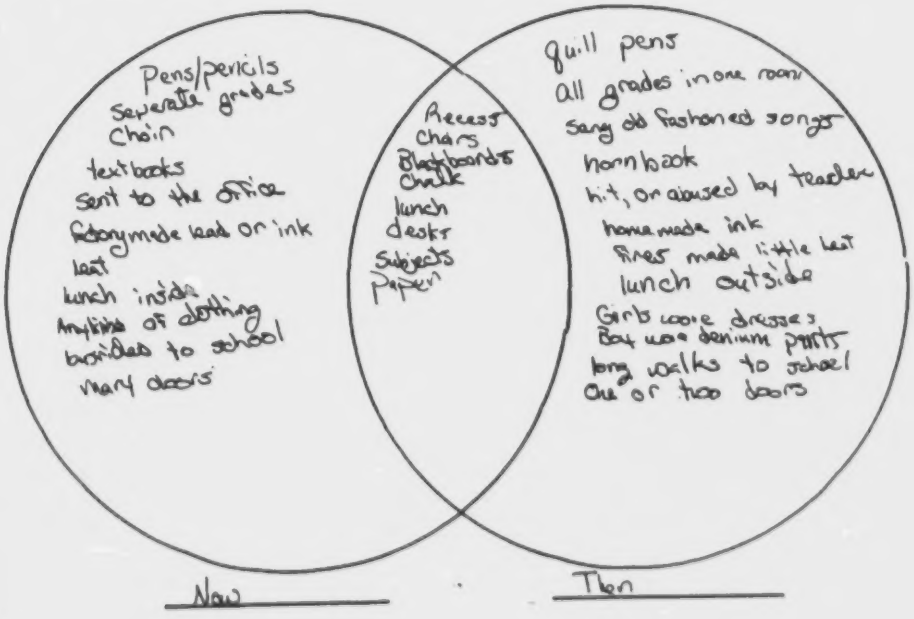
General Scoring Rubric
(Abbreviated Version)

	3	2	1
Degree of Understanding	Excellent	Fairly good	Minimal
Selection of Information	Relevant	Generally relevant	Parts may be irrelevant
Accuracy of Information	Accurate	Moderately accurate	Inaccurate; misunderstood
WRITING	**3**	**2**	**1**
Accomplishment of Task	Successful	Reasonably successful	Not successful
Organization	Logical, focused, clear	Minor flaws; may lack focus	Confusing; no direction
Development	Well developed, explained, supported	Fairly well developed and explained	Minimally developed
Sentence Structure	Correct; varied	Some errors; limited variety	Many errors; lacks variety
Vocabulary	Clear, precise, expressive	Appropriate; not vivid, precise, or expressive	Limited; unsuitable
Mechanics	Few significant errors	Several errors	Many significant errors



Amy
Name

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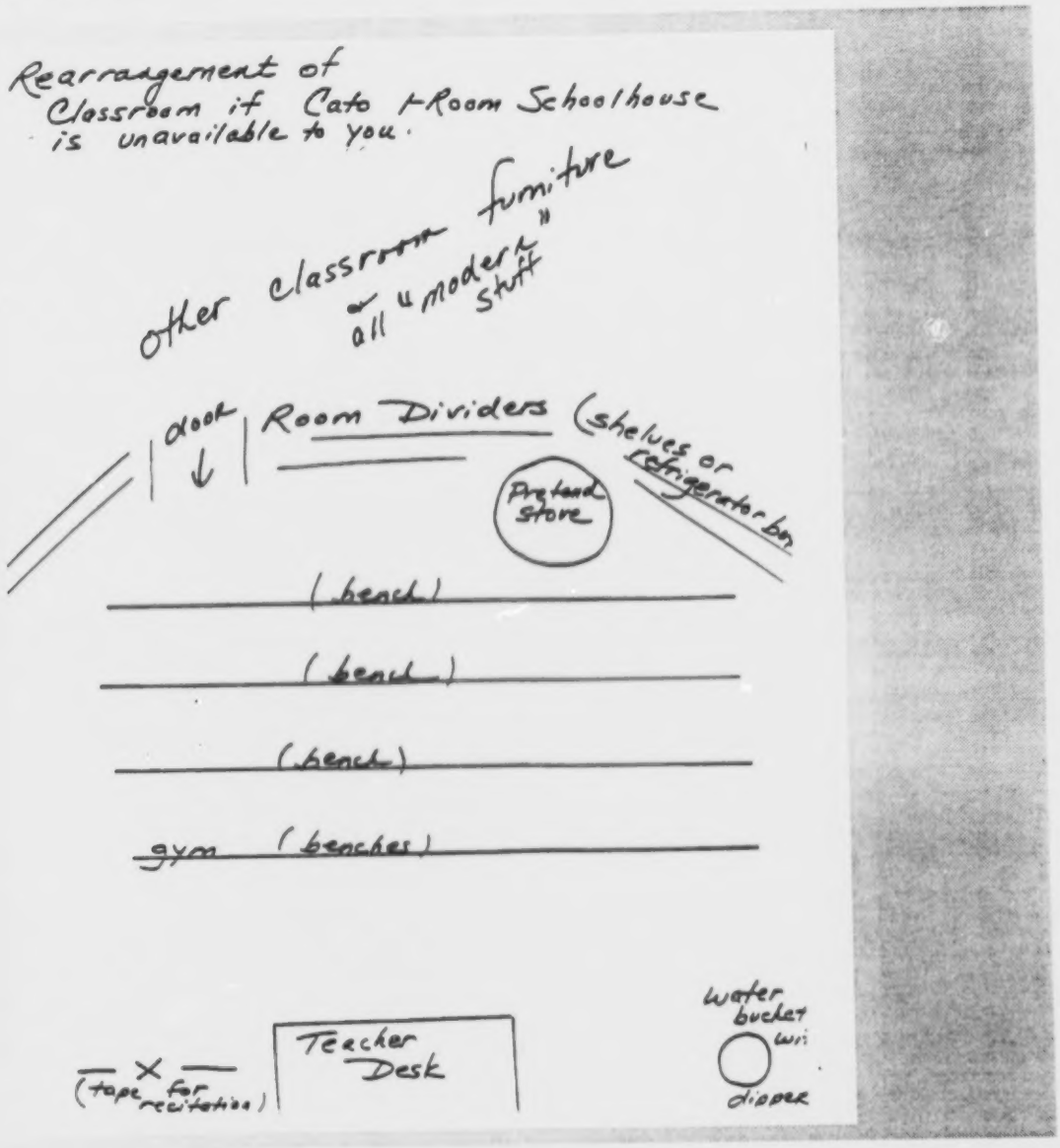
ASSESSMENT

The personal reflection essay is the best insight for the teacher. The children are asked to tell about their experience at the schoolhouse, and to decide which type of learning they prefer. The supporting statements for their choice can be a basis for assessment, or for group debate and discussion.

Another evaluative piece is the Venn diagram, comparing 19th century learning with today's schooling. The paper, "You Be The Teacher," from the Laura Wilder's activity guide gives the children the opportunity to view the school from the other side of the classroom.

There are also ample opportunities to discuss the literature read, to write story summaries, and to make dioramas of the schoolroom. Most of the activities used to prepare for the reenactment can also be used as assessment tools. All of the activities can be gathered together and used as part of a portfolio, if the teacher wishes.



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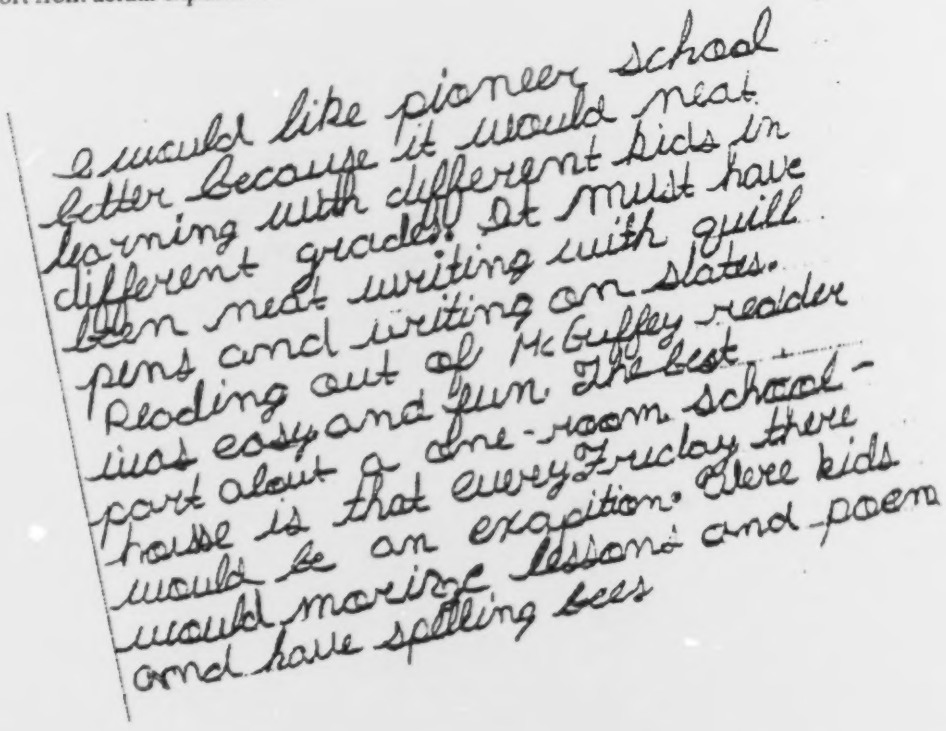
Student Work

The pre- and post-activities give students ownership of the schoolhouse experience. All of the pre-activities build an understanding of 19th century school life, which will enrich the actual experience. The literature sharing is especially good for making the connection for children of today to children of tomorrow.

The on-site activities help build the realism. They add the feeling of actually being there for the class.

The post-activities allow the children to reflect on their experience. They are able to express what impressed them, to know how they connect to children of the past, and to make a judgment using support from actual experience.


I would like pioneer school better because it would neat learning with different kids in different grades. It must have been neat writing with quill pens and writing on slates. Reading out of McGuffey readers was easy and fun. The best part about a one-room school - house is that every Friday there would be an exaption. Were kids would memorize lessons and poem and have spelling bees

KEFLECTION:

REFLECTION

This unit connects all levels of learning for the student. It is a study of history without texts and dates. The children experience pioneer living on their level, with the common experience of schooling as the connection. The writing and literature lessons fit naturally into the unit, as do math and geography. This unit can be as extensive or as limited as the teacher desires, and can be adapted to fit all learning styles.

I have used this reenactment unit for 12 years, and find it the most successful activity I do with children. The enthusiasm and interest for the history of schools is very positive. I have recently included primary documents to this unit, bringing in school board notes, report cards, and graduation programs for the children to compare to the present. It is such a natural connection. I feel this type of learning experience may take more planning time, but the benefits are worth the effort.

ELEMENTARY

Standards & Performance Indicators

Comparing and Contrasting Colonial Times *to* Our Time

SS 1

- ▲ roots of American culture
- ▲ information about traditions
- ▲ near/distant past

SS 3

- ▲ draw maps and diagrams
- ▲ locate places

The students enjoyed this unit immensely. They loved learning facts that they could relate to such as children having to stand without speaking at the dinner table, and children having to wear baby clothes until they were six years old. Girls took personal offense when they learned that boys received the most education.

Teacher

The lesson was one of many in a lengthy unit of study in which the students were actively engaged in all types of activities. The activities addressed the needs of different types of learner, for they included:

art work: creating colonial ship collages, colonial stick-puppets and background

speaking: in groups during cooperative work, whole class discussions, and poetry recitations

listening: to stories, poems, other genres of literature, and to peers

writing: creative writing in the form of dialogue for colonial puppets, journal writing, and research writing

Marianne Ramsey

Rye Neck Union Free Schools

F.E. Bellows Elementary School

200 Carroll Avenue

Mamaroneck, New York 10543

(914) 698-6171 Ext. 339

(914) 698-7046 (fax)

Grade 2

This lesson is one of many within the context of our study of Colonial Life. The lesson and unit evolved from our learning experiences earlier in the school year which included our study of our own families, our responsibilities and interrelationships within the family, and our heritage. Other learning experiences were linked to holidays such as Columbus Day and Thanksgiving, which helped to build the foundation for our study of Colonial Life.

Teacher

reading: poetry, historical fiction, non-fiction, peer work

math: our "Math Problem of the Day" often reflected what we were reading or learning about during the course of this unit; students used creative problem solving in constructing their colonial ships

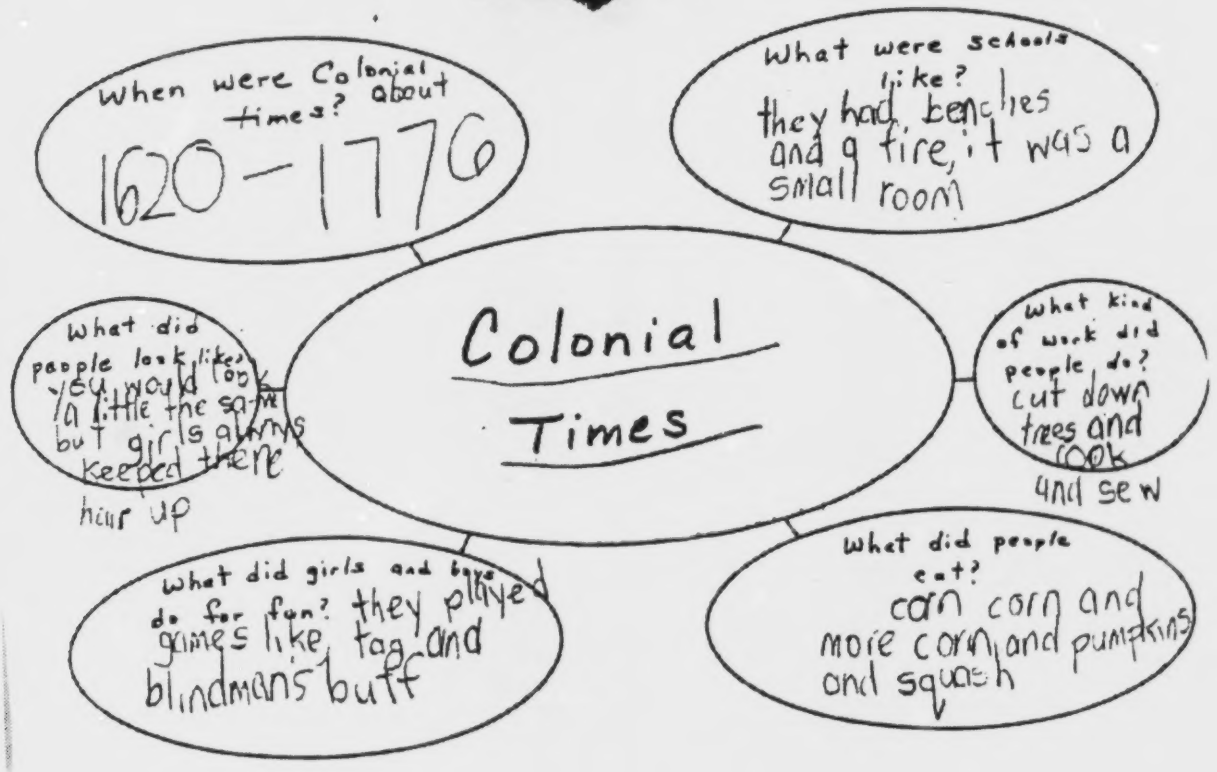
geography: locating the continents on a world map, charting the course of the colonists from Europe to the New World, identifying the 13 original colonies on a United States map

The students enjoyed the unit immensely. They loved learning facts that they could relate to such as children having to stand without speaking at the dinner table, and children having to wear baby clothes until they were six years old. Girls took personal offense when they learned that boys received the most education.

Name Michelle

Sample 1

IDEA WEB


When were Colonial times? about
1620-1776
What were schools like?
they had benches and a fire, it was a small room
Colonial Times
What did people look like?
you would look a little the same but girls always keeped there hair up
What kind of work did people do?
cut down trees and cook and sew
What did girls and boys do for fun? they played games like tag and blindmans buff
What did people eat?
corn corn and more corn and pumpkins and squash

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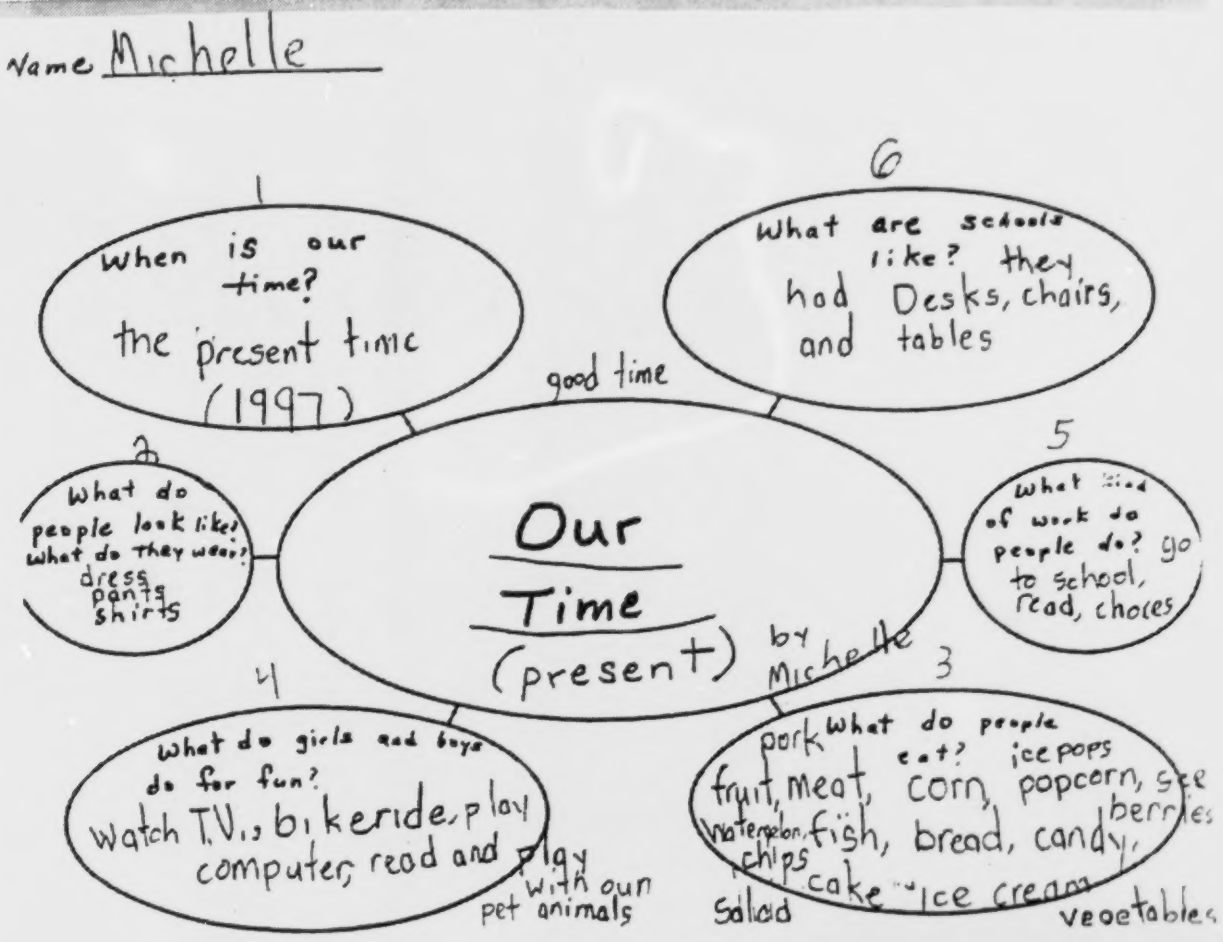
In this lesson, "Comparing and Contrasting Colonial Times to Our Time," the children were given an *information web* similar to the one used to gather information about Colonial Times. This new web was titled "Our Time," and included the same questions that had appeared on the "Colonial Times" web.

The demonstration model of the Venn Diagram needed to be displayed in full view.
Teacher

The children randomly picked cards from a paper bag to prepare for cooperative group work. The cards depicted seven different natural resources used by the colonists such as spring water, timber, fish, etc. (The children are familiar with the term "natural resources," as several lessons have been devoted to this topic.) There were three of each type of resource, making 21 cards, which is the number of students involved in the activity. After every student picked a card, they teamed up with students having the same card, and worked cooperatively to fill in the new web. They are used to working in cooperative learning groups and got right to work.


Name Michelle
1
When is our time?
the present time (1997)
6
What are schools like? they had Desks, chairs, and tables
good time
Our Time (present)
by Michelle
2
What do people look like? what do they wear? dress pants shirts
5
What kind of work do people do? go to school, read, choces
4
What do girls and boys do for fun?
Watch T.V., bikeride, play computer, read and play with our pet animals
3
What do people eat? ice pops pork fruit, meat, corn, popcorn, see berries watermelon, fish, bread, candy, chips cake ice cream salad vegetables

Following the cooperative work, the children met in whole group with both *information webs*, "Colonial Times" and "Our Time." Having this information at their fingertips, the children, with the teacher's prompts, began responding to the teacher, who recorded the responses in the appropriate areas of a Venn Diagram as a demonstration.

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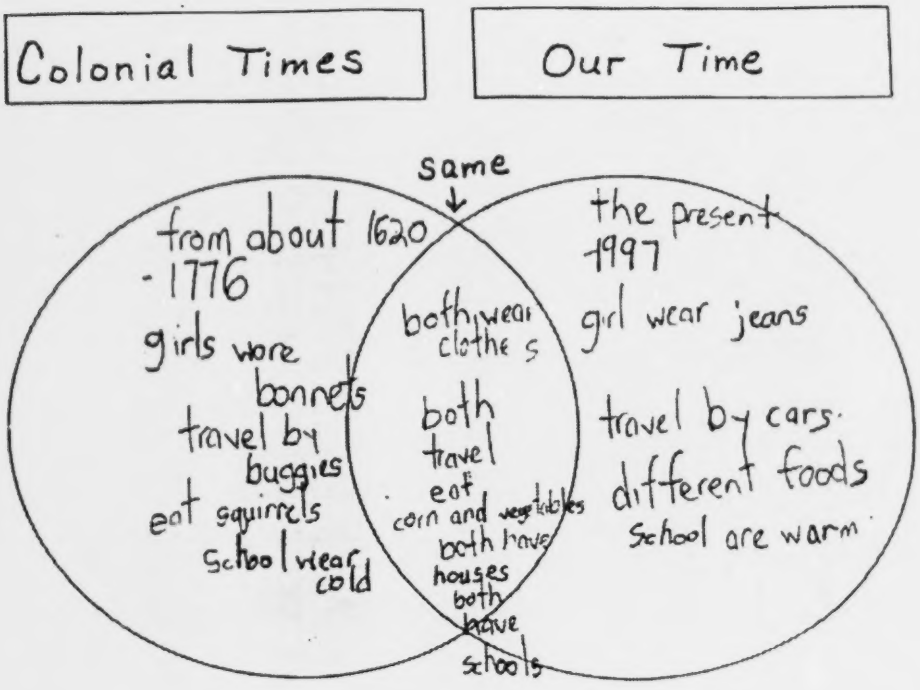
Name Michelle



Venn Diagram

The children then worked on their own to complete individual Venn Diagrams.

For this lesson, the teacher needed to prepare the information webs for each student, prepare the natural resource cards for cooperative groups, prepare a large class-size Venn Diagram, as well as individual student copies of the diagram. The teacher circulated around the room, monitoring the work being done in each cooperative learning group. The teacher elicited responses from the whole class and recorded the responses accordingly on the diagram.

In a subsequent lesson, the whole-class Venn Diagram was revised, using the student's individual diagrams as a springboard.

Abbreviated Bibliography:

If You Lived in Colonial Times, by Ann McGovern
Johnny Appleseed, retold by Steven Kellogg
"The Village Blacksmith," by Henry Wadsworth Longfellow
The Goat in the Rug, by Charles L. Blood & Martin Link (natural resources)
Sarah Morton's Day, by Kate Waters
Samuel Eaton's Day, by Kate Waters

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ASSESSMENT

Assessment

The teacher used various forms of assessment for this lesson. The teacher observed the students working in cooperative groups, assuring that each group member was participating. The teacher elicited responses from the class through questioning. The teacher stated that the Venn Diagram should have at least three responses in each part of the diagram that were not included in the whole class diagram. The teacher rated the diagrams according to this expectation. A simple rubric was used which made the expectations clear to the students.

1 Little Evidence	2 Some Evidence	3 Much Evidence
(One or fewer than one accurate response in each area of the Venn Diagram)	(One or two accurate responses in each area of the Venn diagram)	(Three or more accurate responses in each area of the Venn diagram)

REFLECTION

REFLECTION:

I think that this lesson was successful in accomplishing the many objectives that I had intended. The lesson allowed all students to become actively involved in most aspects of it. The children used listening, speaking, reading, and writing throughout the lesson, and throughout the unit. It was an appropriate culminating activity for this whole unit of study, and not only addressed the Social Studies Standards, but the English/Language Arts Standards as well.

Of course, there is always room for improvement. As educators, we are constantly questioning and revising what we do. This was the first year I had expanded on this topic, and made revisions as needed. I did have high expectations for my students, and allowed them enough time to meet those expectations. During their work on this entire unit, the children referred to a checklist that clearly stated the activities that needed to be done. I want to revise the checklist and the scoring rubric so that the children will have an even clearer way of knowing what is expected of them and how they are being graded.

Earlier in the year, the children had discussed the various responsibilities they have at home and at school. They wrote about their responsibilities and created a mobile related to this concept. We explored our own family heritage and traditions and integrated these learnings into the Colonial Times unit. In the future, I plan to revise the *information webs* so that they include sections on responsibilities and traditions in both the Colonial Times and Present Time periods. Some students did incorporate these ideas into their Venn Diagrams even though the *information webs* had not included these areas. It seems quite logical to revise the webs to include responsibilities and traditions. These revisions will give the children a visual reminder of what had been learned, and will help them synthesize the information by helping them make more connections to their personal experiences.

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INTERMEDIATE

Standards & Performance Indicators

Museum/ School Partnership

SS 1

- ▲ meaning of American culture
- ▲ investigate key turning points
- ▲ information about achievements/contributions
- ▲ how ordinary people/historic figures advanced democratic values
- ▲ sources of historic documents
- ▲ understand how different experiences lead to different interpretations of events
- ▲ describe historic events through the eyes/experiences of those who were there

SS 2

- ▲ social/economic characteristics that distinguish cultures

SS 3

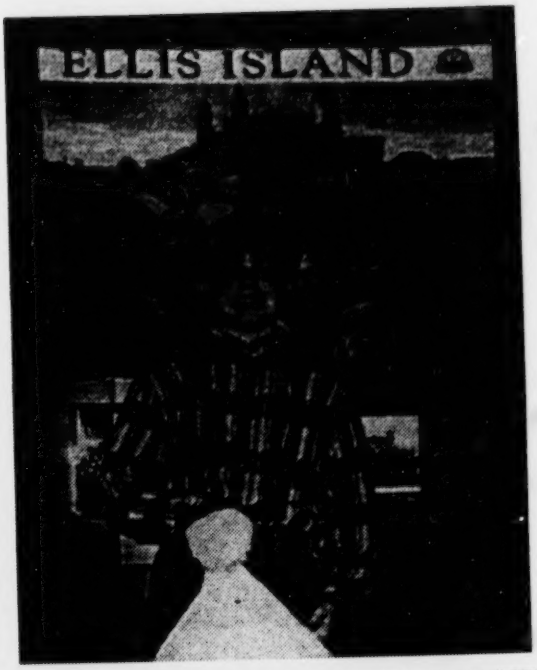
- ▲ map information

SS 4

- ▲ societies/nations satisfy needs/wants
- ▲ scarcity requires people/nations to make choices

SS 5

- ▲ values principles/ideals of American democratic system
- ▲ what citizenship means
- ▲ American systems guarantee rights



Newcomers and Native Sons: Immigration in the Age of Industrialization

Pamela C. DiMuzio
Marie Hewett
Strong Museum
One Manhattan Square
Rochester, NY 14607
(716) 263-7000
FAX (716) 263-2493

STRONG MUSEUM

Grade 5

The Ellis Island Experience

Mary Elizabeth Brooks, Bill Hamilton,
Bette Robin, Elaine Short,
Jeanne Zettel, and Peter Pappas
Pittsford Central Schools
Park Road Elementary School
50 Park Road
Pittsford, NY 14534
(716) 385-6016 FAX (716) 385-6356

Grade 5

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Newcomers and Native Sons is as much a model for good practice in using a museum as part of curriculum as it is a lesson for a specific museum/school project.

New York State is filled with museums of local history (history museums outnumber all other types), all of which have information on immigration in their region. Museum staff are usually ready, willing, and able to work with teachers to design a visit to view their holdings.

. . sit to any history

The Strong Museum pre-visit and post-visit activities can be used with a visit to any history museum.

The purpose of the learning experience is:

- to explore some of the reasons for the great waves of immigration to the United States in the 1800's, and some of the motives of present-day immigration;
- to introduce students to the history of the Immigration and Naturalization Service and familiarize them with the process of naturalization; and
- to investigate some of the effects of immigration on the social, cultural, and political development of the United States and to relate immigration to the Industrial Revolution.

Coming to America

Did you just land in America too? I just did so, I'll tell you my story. My name is Hector Posman and I was born in Maldegen, Belguim in 1887. In 1909, at the age of 22, I decided to come to America. As a young boy in Belguim I helped out with the family farm. We raised livestock and grew crops such as sugar beets, fresh vegetables, fruits, grain and tobacco! My five brothers and three sisters left and came to America so I wanted to join them. They own a farm in Sodus, New York and I'm looking forward to joining them.

My journey over was long and dirty. The name of the ship was the Seadog. Even though it was awful in the steerage, and they didn't let you bathe, I survived. I only got a little sea sick, no major diseases. When the sailors said, "Land ho", we looked at the city of New York. It was a sight I'll never forget. The Statue of Liberty stood before the city, welcoming all of us to America. At Ellis Island the inspectors asked alot of questions. It was scary being in a new country and not really understanding everything they said, but the inspectors helped me to locate my family. That is my story.

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Procedure

What the students do: Students participate in pre-visit activities (detailed in the Pre-Visit Packet enclosed) prior to visiting the museum. These activities build schema on the topic of immigration and prepare students for the museum visit lesson.

Students visit the museum and participate in a one-hour lesson at Strong Museum, taught by museum staff. Following the museum lesson, students may engage in the post-visit activities described in the Pre-Visit Packet.

What the teacher does: Museum educators teach the lesson described in the Museum Visit Packet. Two museum teachers are assigned to each group of 20-30 students, working in mini-groups of 10-15 students.

In the course of the lesson, teachers introduce students to primary source documents, map skills, analysis of biographical information, and skills of object-based learning (investigation of artifacts and the use of critical thinking to glean information from museum collections).

Materials and Supplies

- originals in mylar sleeves, and photographic enlargements to facilitate sharing with the group
- thumbnail biographies of immigrant settlers in Rochester
- maps of European emigration
- photographs of immigrants and immigration officials, and immigrant quotations mounted on mat board
- contemporary news articles about immigration here and abroad
- maps and engraved images of historic Rochester
- photographs of locally made products
- museum objects which exemplify locally made nineteenth-century products
- components for a simulated assembly line

LEOPOLD BLOCH **AUSTRIA**
c. 1860

Came to Rochester when he was 16 years old. Worked as an errand boy for $3 a week for a men's clothing company called Stein and Solomon. Next he became their porter, then their bookkeeper, then a salesman for the company. He kept increasing sales and finally was made a partner in the business. Later he changed the company name to Stein-Bloch, and had up to 3,000 employees. He became very rich.

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THE IMMIGRATION EXPERIENCE

1. Describe your feelings about coming to America before you went through Ellis Island.

My feelings about coming to America through Ellis Island were excited ones. I wondered if I would be placed in the "having a problem" category or not.

2. Describe how you felt going through Ellis Island:
   a) arriving at the door
   b) waiting in the Great Room
   c) being questioned by the exam
   d) going through the questioning examiners
   e) finding out that you were or accepted at Ellis Island

A. Arriving at the door, I felt like butterflies B. In the Great Room, I felt bored to tears. I had centuries to get inspected. C. Being questioned by scary. I kept asking myself, "What would happen i story? Would I be sent back?" D. Going through t Island was what I most feared. I was placed with a bad back. Our school nurse was the doctor. E. Whe been accepted at Ellis Island, I felt like jumping fo immigrant was a great experience!

3. What was the most difficult part Why?

I think the most difficult part of the process Some people were faced with a medical problem. problem which made it harder to be accepted.

THE IMMIGRATION EXPERIENCE

4. What was the happiest part of the process? Why?

The happiest part of the process was being accepted. Most people skipped down the hall to the holding room when they found out they were accepted.

5. What did you bring in your bundle?

I brought pictures, food, entertainment, and things to remember my homeland in my bundle. For food, I brought fake cornmeal, (Honey Nut Cherrios) and spices. The picture I brought was of my great, great grandma. I brought an Irish flute for entertainment. An Irish poem was for me to remember my homeland. To help me in the new land, I brought tools and things to sell like potatoes and seeds.

6. Why did you include each item in your bundle?

I included each item in my bundle because all of them would help me in the New World.

7. Would you repack your bundle differently if you were to pack it again?

No, I would not repack my bundle differently if I were to pack it again. All the things I had in my bundle would be useful in America.

8. What did you tell your friends or family about the experience after you finished?

ad that I made it, even though I had a back fake baby doll to resemble my brother. I told t the nurse acted as if he were real.

THE IMMIGRATION EXPERIENCE

9. What could we do to make this day better for next year's class?

I think you could do nothing to make this experience better for next year's class. This experience is already fun-filled. What more do you want?

10. What's the most important thing you learned as a result of this experience?

The most important thing I learned was that the immigrants had a tough life. They didn't just have it on easy street!

Assessment

ASSESSMENT

The Park Road School faculty assess students, the museum is not involved in this aspect of the unit except by informally monitoring comprehension during the museum visit by listening to students' comments and questions.

Assessment Checklist

_____ completed the following activities.

	Completed Satisfactorily	Somewhat Completed	Did Not Complete
1. Family Tree			
2. Passport			
3. Identification Tag			
4. Brought in authentic bundle			
5. Wore appropriate costume for Ellis Island Day			
6. Answered examiners questions with understanding			
7. Evaluations Forms			
8. Immigrant story writing piece (see writing rubric			

For "Immigrant" Writing Piece

Level 4	Level 3	Level 2	Level 1
Develops the assigned topic in an interesting and imaginative way			
Demonstrates a logical plan of organization and coherence in the development of ideas	Develops the assigned topic using an acceptable plan of organization	Attempts to develop the assigned topic but demonstrates weakness in organization and may include digressions	Minimally addresses the assigned topic but lacks a plan of organization
Develops ideas fully through the use of support material (examples, reasons, details, explanations, etc.) that is relevant and appropriate	Demonstrates satisfactory development of ideas through the use of adequate support material	Demonstrates weakness in the development of ideas with little use of support material	Does not use support material in the development of ideas or uses irrelevant material
Shows skillful use of sentence variety	Uses some sentence variety	Demonstrates sentence sense but has little sentence variety	Demonstrates a lack of sentence sense
Uses specific, vivid language	Uses appropriate language	Occasionally uses inappropriate or incorrect language	Frequently uses inappropriate or incorrect language
Makes few or no errors in mechanics	Makes errors in mechanics that do not interfere with communication	Makes errors in mechanics that interfere with communication	Makes errors in mechanics that seriously interfere with communication

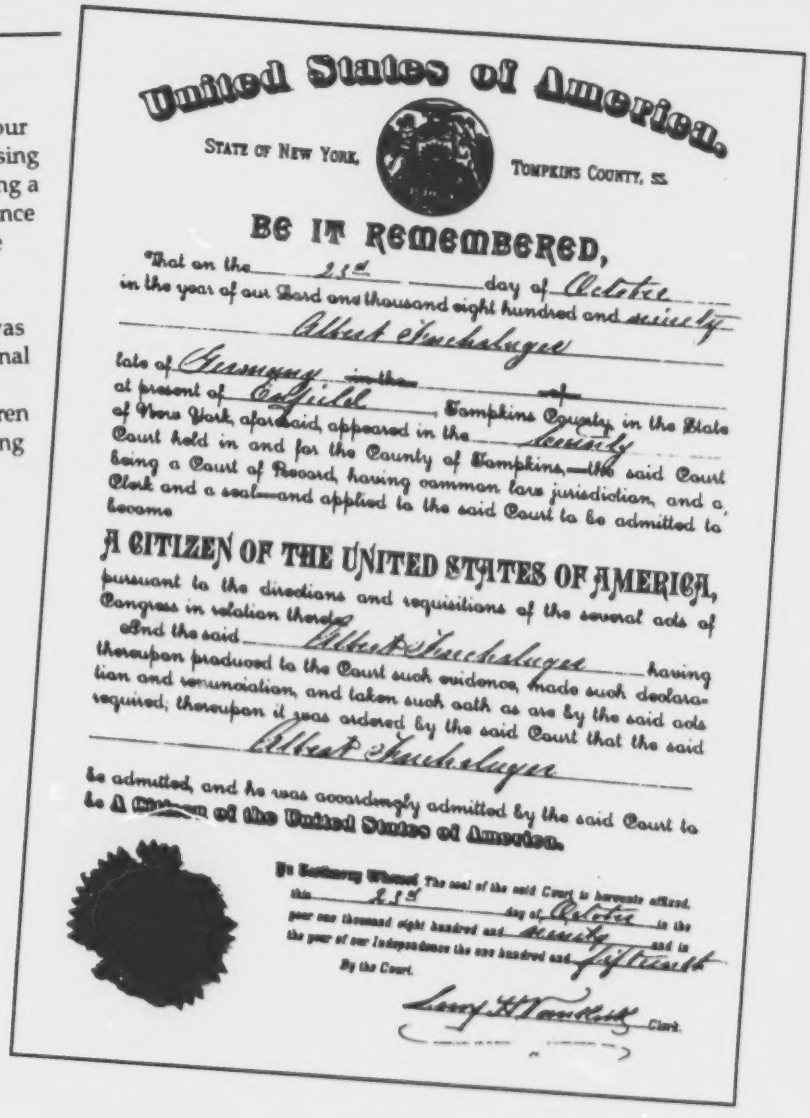
Zero Paper

Is totally unrelated to the topic
or
Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response
or
Is incoherent, i.e., words are legible but syntax is so garbled that no sense can be made of the response
or
Is a blank paper

REFLECTION

This simulation activity was a chance for our students to actually experience the processing of an immigrant through Ellis Island, giving a greater depth and meaning of this experience on a personal level. Each child took on the identity of an immigrant family member.

Our goal from the beginning of the unit was to involve the children in their own personal history and discover how it relates to the immigrant experience. We want the children to take ownership of their learning by being involved in the many activities, performances, and investigations to prepare for the Ellis Island experience.



United States of America.

STATE OF NEW YORK, TOMPKINS COUNTY, ss.

BE IT REMEMBERED,

That on the 31st day of October in the year of our Lord one thousand eight hundred and seventy

Albert Buchsbaum

late of Germany in the ... of at present of Caroline, Tompkins County, in the State of New York, aforesaid, appeared in the Seventy Court held in and for the County of Tompkins,—the said Court being a Court of Record, having common law jurisdiction, and a Clerk and a seal—and applied to the said Court to be admitted to become

A CITIZEN OF THE UNITED STATES OF AMERICA,

pursuant to the directions and requisitions of the several acts of Congress in relation thereto.

And the said Albert Buchsbaum having thereupon produced to the Court such evidence, made such declaration and renunciation, and taken such oath as are by the said acts required; thereupon it was ordered by the said Court that the said

Albert Buchsbaum

be admitted, and he was accordingly admitted by the said Court to be A Citizen of the United States of America.

In Testimony Whereof, The seal of the said Court is hereunto affixed, this 31st day of October in the year one thousand eight hundred and seventy and in the year of our Independence the one hundred and Fifteenth

By the Court.

Clerk.

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Social Studies

Resource Guide

PART II.2

Recipes for Revolution 2
Geography 9
Geography Booklet 11

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

THE UNIVERSITY OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT

http://www.nysed.gov

Recipes for Revolution

Standards & Performance Indicators

1	▲ development of American culture ▲ evolution of democratic values ▲ develop/test hypotheses about events/eras/issues ▲ major themes and developments ▲ essays and oral reports ▲ validity/credibility of historical interpretations
2	▲ U.S. economic system ▲ roles in economic system
5	▲ disparities between civic values expressed/evidenced ▲ relationship between federalism/state's rights ▲ democratic principles used to resolve issues

Procedure:

First, soften Stamp Act. Combine the softened Stamp Act, Sugar Act, and Tea Act to yield the taxation without representation mixture. Slowly add the Boston Massacre, the *Gaspee* incident, while dumping the Boston Tea Party into the mixture to neutralize the bitter taste of the British taxes. Beat in, separately, the remaining acts, except Intolerable Acts. In a separate bowl, beat together Intolerable Acts and the First Continental Congress, refrigerate for two months. After this duration of time, combine this mixture with the other, while beating in Lexington and Concord. Pour into round cake pan. Bake for approximately 8 years. After it cools, frost with Peace of Paris Frosting.

Groups consisting of approximately five students are created, either by being assigned by the teacher or by choice of the students. Each group is given the handout that describes the task and the specific requirements. As students do their usual study of the contributing causes of the American Revolution, the students in their groups should be encouraged to think about translating this "historical information" into recipe ingredients. At least some class time has to be provided for the groups to work on this project. Much of the project can be completed outside of class time. As a written extension of the group project, each student can be expected to write an essay in which he/she assesses the relative importance of various causes of the American Revolution.

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Student Handout (page 1 of 2)

"Recipe for Revolution"

Task Description
Each small group in the class will prepare a visual depicting a "recipe for revolution" dealing with the causes of the American Revolution. This "recipe" shall include a list of ingredients, the steps in preparing this recipe, and a visual depiction of the finished product.

Specific Requirements
The visual must be at least 18" by 24" and contain each of the three basic items mentioned above.

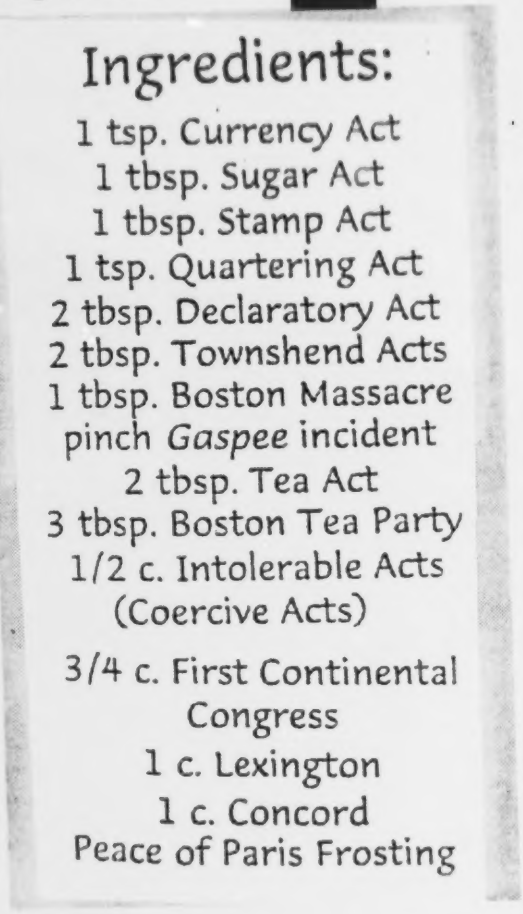
Rating
The group will receive a mark based on the rating rubric prepared for this activity.
The rating will include artistic impression, creativity, following directions as well as historical accuracy and completeness.

Groups
1
2
3
4

(This project was conceived by Mrs. Sherry Gibbon and has been used with her AP classes at Penn Yan Academy.)

Student Work:

Each group prepared a poster as its visual, except for the one group that prepared its visual as a giant-sized booklet of recipes. Each visual clearly demonstrated a good understanding of the many contributing causes to the American Revolution. Each visual also had its very interesting and creative details.



Assessment

ASSESSMENT

Each group will be evaluated using the rubric. If the teacher extends the activity to include the follow-up essay on the causes of the American Revolution, then this becomes an additional assessment.

Rubric for the Recipe for Revolution

Outstanding	Highly Competent	Competent	Not Yet Competent
ARTISTIC IMPRESSION:			
• attention arousing--when the viewer sees a display of all groups' work, this is the one that "catches the eye" first	• interesting--the viewer wants to spend time looking at the visual carefully	• somewhat appealing--has an attractive appearance but the viewer's attention is drawn more to the visual of other groups	• appearance is distracting--it has an impression that little effort was made; isn't colorful or neat; too much writing and too little "visual"
• effective use of color and layout space	• colorful and good use of layout space	• some use of color and acceptable layout	• little or no use of color and very poor layout
• well-drawn or composed	• reasonably drawn or composed	• some effort to be drawn or composed reasonably	• poor quality of drawing or composition
• creatively displayed	• attractively displayed	• minor problems with display	• major problems with display
• neat and attractive	• mostly neat and attractive	• basically neat and attractive	• not neat and/or not attractive
HISTORICAL ACCURACY:			
• Includes all crucial events/ ingredients	• Includes most crucial events/ ingredients	• Includes many crucial events/ ingredients	• Doesn't include several of the crucial events/ingredients
• Makes effective judgments about the relative importance of various events & issues	• Makes valid judgments about the relative importance of various events & issues	• Makes some judgments about the relative importance of various events & issues	• Doesn't make judgments about the relative importance of various events & issues
• Demonstrates sophisticated understanding of the task and time period	• Demonstrates good understanding of the task and time period	• Demonstrates basic understanding of the task and time period	• Doesn't demonstrate basic understanding of the task and time period
• No factual errors	• No or only minor factual errors	• Some factual errors	• Several factual errors

Teacher Comments:

REFLECTION

Although this was only the first time that I used this activity, it is clearly an activity that I shall continue to use. The students really enjoyed the project. They said the project made writing their position paper on the causes of the American Revolution a "cinch." I also intend to use this activity with my regular classes next year. This is an activity that could be used for almost any major war or event. I want to try it in terms of the U.S. entry into World War One.

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ALTERNATIVE RECIPE

A Recipe for the Progressive Movement

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Grade 11

The purpose of this activity is to focus the student's attention on the Progressive Era and to analyze the roles played by the various forces at work within the United States at the time. By comparing the Progressive movement to the chemical reactions occurring in the recipe the student is asked to think metaphorically in determining the actual function or role played by each of the "ingredients" she/he identifies. This year, I assigned this task to be done individually as a take home portion of the assessment on Progressivism. I have also used it as a task to be completed by students working in groups. It can easily be used either way.

The teacher needs to understand the nature of the task and to design a rubric that is appropriate. The teacher should begin by identifying the essential question(s) (What factors ultimately caused the Progressive movement? Was the United States better off as a result of the Progressive Era?) that will be addressed by this task. The teacher also needs to provide resources (primary and secondary) that expose the students to this era from a variety of perspectives.

Students need to examine the era through the eyes of those living at the time: muckrakers, politicians, industrialists, immigrants, labor, reformers, etc.. By posing thoughtful questions (i.e.. What was Theodore Roosevelt's true role in the Progressive Era? Who contributed the most to the Progressive era?), students can arrive at a better understanding of progressivism.

ASSESSMENT

Assessment

For this particular task I used the content and communication dimensions only. The presentation and creativity dimensions could also be used if desired.

REFLECTION

Reflection

This is the third year I have used recipes as a metaphor activity. This is the second year I have added the alternative recipe task. I like the activity because it requires the students to not only know the different forces at work in the United States, but the students must also understand the effect each had. By engaging the students in this manner, students are challenged to think, analyze, and be creative in arriving at their solutions. This task could easily be used in the study of other eras/wars/periods. The more experience students have in working with metaphors, the better their writing becomes. They begin to use metaphors/analogies on their own in their writing and discussion. Students then are better able to recognize good thinking in themselves and others.

This recipe task as a form of metaphorical thinking is challenging for Advanced Placement students, but adapts well to all types of students. The teacher needs to model this activity for classes of mixed abilities. This could be done by taking an historical event or era and comparing it to the building of a fire. The teacher could begin by asking what elements are necessary for a good fire (wood, kindling, oxygen, a spark). The class should then discuss the role of each "ingredient" of a good fire. The teacher would then ask the class to think about industrialization. What from this development performed the same function as the wood, the oxygen, etc.? What provided the spark? Once this is done with the whole class, the alternative recipe task can readily be used. For classes with lower abilities, a recipe with fewer ingredients could be substituted.

Rubric for **Recipe Contest**

CORDON BLEU AWARD 17-20 points

Belhurst Castle Award 13-16 points

Penn Yan Diner Award 9-12 points

McDonalds Award 5-8 points

	Soaring	Climbing	Taking Off	Still on Runway
Content	• Very thorough and accurate • Much detail • Demonstrates understanding of the time period • Very effective judgements about era	• Accurate and thorough • Sufficient detail is present • Shows understanding of the time period • Good judgements about era	• Some inaccuracies • Leaves out some key details • Shows some understanding of era • Occasional insight into era	• Leaves out key elements • Shows little understanding of era • Offers no insight into era
Communication	• Clearly and thoroughly communicates ideas • Reader is clearly able to ascertain the role of each "ingredient"	• Ideas are clearly communicated •Reader understands the role of each "ingredient"	• Communicates but not thoroughly • Reader is often uncertain as to the role of ingredients selected	• Reader is unable to understand ideas • Reader is unable to determine the role played by ingredient
Presentation	• Very interesting and appealing to the reader • Holds the reader's attention • Is neat and easy to read	• Maintains interest •attracts reader's attention •Is neat and legible	• Attracts interest • Attracts reader interest at times • Is difficult to read at times	• Is rather boring • Does not hold the reader's interest • Is sloppy/ messy and hard to read
Creativity	• Excellent use of color or other medium • Presents a unique view of the era	• Good use of color or medium • Offers a good view of the era	• Not unique or unusual • Limited use of color and/or variety• Contains inaccuracies	• Is done in only one color or medium • Is not a good representation of the era
	5	4	3	2

ALTERNATIVE RECIPE TASK

The New American Chef

2 packages active dry yeast
¼ cup milk, scalded
½ cup salad oil
⅓ cup sugar
¾ teaspoon salt
3½ to 4 cups sifted all-purpose flour
½ to 1 teaspoon ground cinnamon
3 beaten eggs
⅔ cup dried currants
1 egg white **OVEN 375°**

Soften dry yeast in ½ cup warm water (110°). Combine milk, salad oil, sugar, and salt; cool to lukewarm. Sift 1 cup of flour with the cinnamon; stir into milk mixture. Add eggs; beat well. Stir in softened yeast and currants. Beat in remaining flour, or enough to make a soft dough.

Cover with damp cloth: let rise in a warm place till double (about 1½ hours). Punch down. Turn out on lightly floured surface. Roll dough to ½ inch. Cut with floured 2½-inch round cutter; shape in buns. Place on greased baking sheet 1½ inches apart. Cover and let rise in a warm place till almost double (about 1 hour).

Cut shallow cross in each bun with sharp knife. Brush tops with slightly beaten egg white. Bake at 375° for 15 minutes. Cool slightly; frost. Makes 24.

Write a recipe for the Progressive Movement using the ingredients listed above. The purpose of each ingredient is as follows:

* the yeast causes the dough to rise (may consist of a variety of cells)
* warm milk activates the yeast and allows it to grow
* the oil helps hold in the moisture and helps hold the gluten within the dough together
* the sugar gives sweetness to the taste
* the salt kills the yeast
* the flour comprises most of the dough (may be of any variety of flours available)
* the cinnamon gives added spice and flavoring to the dough
* the eggs add to the texture and the coloring of the dough
* the currants give added taste, texture and color to the dough
* the egg white browns the dough as it bakes giving added color

N.B. Frosting may be added if you wish (confectionery sugar, milk & vanilla for ease in spreading, sweetness, and flavoring).

Your task is to :

1. Think very carefully about this task and all the elements.
2. Name the recipe.
3. Decide from the wide range of information (content) on the Progressive era which aspect of the era represents each ingredient of the recipe.
4. The recipes will be judged by the standard recipe rubric.

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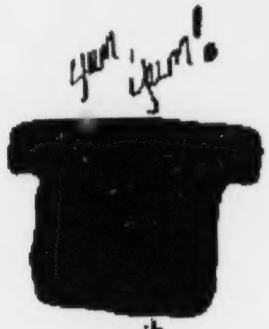
Student Work:

THE BREAD of CHOICE

Ingredients:

2 packages of Union
¼ cup Urban Machine
½ new women
⅓ cup prohibition
¾ teaspoon immigrants
3½ cups people
1 teaspoon new blacks
3 progressives
⅔ Roosevelt
1 bohemians



who would not want this bread?

Directions:

*preheat oven to 1912

You take 3 progressives, 3½ cups of people, and ⅔ cup Roosevelt and mix well in a bowl this should create a great base to a wonderful bread. Next, add 2 packages of Union. As you add the ⅓ cup prohibition, 1 teaspoon new blacks, and the ¾ teaspoon immigrants you need to be careful, these ingredients can another create problems. The ¼ cup Urban Machine is a very important contribution to the rest of the bread, it was very controlling. The last two ingredients are to add the spice to the bread; 1 bohemians, and what kind of bread would it be without ½ cup new women!

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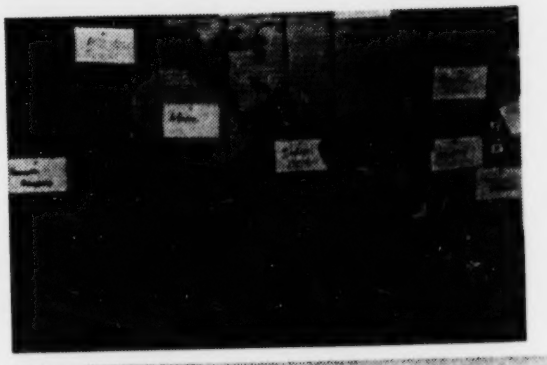
ELEMENTARY

Standards & Performance Indicators

GEOGRAPHY

SS 3

▲ locate places



This is a very focused, clever, and creative activity. It is quite simple but very powerful.

Teacher

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Grade 3

This lesson uses an understanding of coordinates to be able to use latitude and longitude to find various locations on the map.

Previous Instruction

Week One Learn names of continents/oceans, positions on maps and globes, and facts about continents and oceans. These are labeled on the bulletin board. The children make maps and puzzles.

Week Two Label cardinal directions, identify equator, latitude lines, north and south hemisperes, and continents and oceans in each. Identify tropics. Wear latitude clothing.

Week Three Identify Prime Meridian, longitude lines, and identify east/west hemisperes and continents/oceans in each. Wear longitude clothing.

Week Four Do coordinate work, then complete the geography lesson, wear coordinate clothing (plaid). Use the geoboards and puzzle pieces to find other coordinates, including the local area.

Teacher

- Design airplane shapes containing coordinates
- Distribute map with two colored yarns
- Students will find where coordinates are and how they help us today.
- List examples of who may use coordinates

Students

- Write coordinates on chalk board
- "Fly" airplane to bulletin board and place it where it "landed"
- Identify the continent/ocean

Materials

- Airplane puzzle pieces
- Yarn and maps
- Large bulletin board of world with latitude and longitude lines

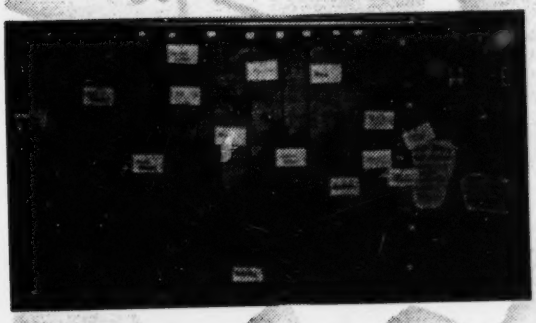
Assessment

ASSESSMENT

The student acting as "pilot" will write the plane's coordinates on the black board. With the teacher directing, the coordinates are discussed using questions such as:

Is it east or west of the Prime Meridian?

Is it north or south of the Equator?



Then the student "flies" the plane to the bulletin board and "lands" it. Where it lands is discussed.

Students receive feedback immediately. The teacher is at the bulletin board; the other students are using "geoboards" of world maps and yarn to find the coordinates. The students reflect if there are discrepancies between the "pilot" and themselves. Everyone reflects on each plane's coordinates and it's landing place.

REFLECTION

REFLECTION

This lesson ties in with math skills and of course map skills. Usually, by this time, the students are competent and successful in this activity. If not, the puzzle pieces can be used to test concept

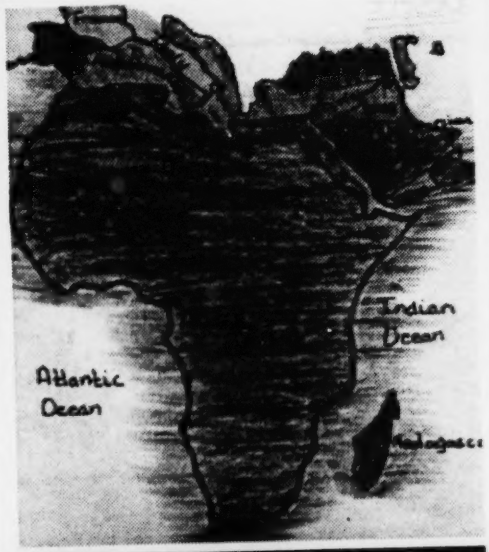
Geography Booklet

INTERMEDIATE

Standards & Performance Indicators

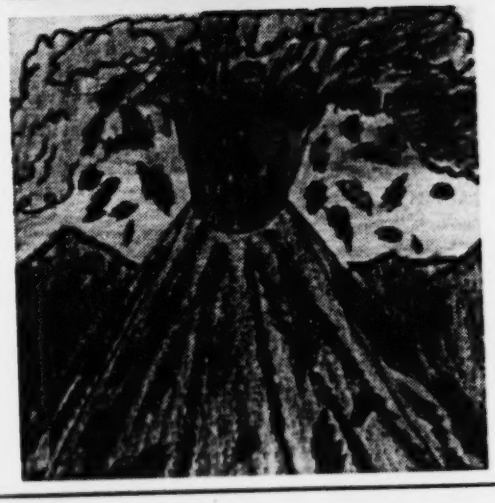
3

- ▲ gather geographic information
- ▲ present geographic information



As a culminating activity for a heterogeneously mixed sixth grade class, this activity introduces a unit on world geography.

Teacher



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Grade 6

The materials, supplies, and equipment needed to successfully complete this assignment are:

- old maps, discarded social studies textbooks
- old magazines (*National Geographic, Travel and Leisure*, etc.)
- Appropriate software (*Encarta*, etc.)

This unit of study connects to the standards in that it allows students to use geography as a tool to learn more about the world around them. This unit of study lends itself quite well to interdisciplinary study.

Teacher

Social Studies/Schatoff
Period ____

Name _____
Date _____

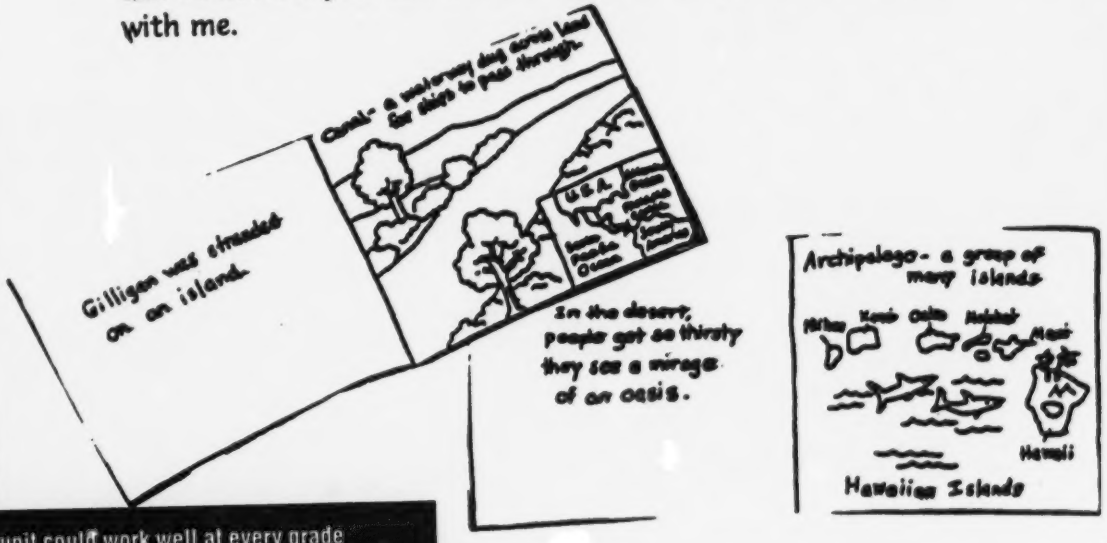
GEOGRAPHY BOOKLET PROJECT

Dear Student:

Congratulations! You have just been assigned your first long-term project. In this project you will use your knowledge and understanding of the definitions of common land and water terms to identify real examples of these forms on maps.

You will create a 10 term geography booklet using real world examples for each term. Your geography booklet can be a paper booklet or it can take the form of a video "booklet". The assignment sheet on the following page will detail all the requirements for this assignment.

Shown below are illustrations of two possible layout styles that can be used. If you can think of any others, please share them with me.


Gilligan was stranded on an island.
In the desert, people get so thirsty they see a mirage of an oasis.
Archipelago- a group of many islands
Hawaii
Hawaiian Islands

This unit could work well at every grade level, K-12, but is particularly suited for students at the intermediate level. The assignment can be modified for those needing academic intervention or enriched for those students who need enrichment.

Teacher

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DIRECTIONS

1. Read all pages of this assignment handout.
2. Choose at least 10 terms from the attached "Geography Terms and Definitions" list.
3. Using resources such as the encyclopedia, dictionary or atlas, find a real example of the landform somewhere in the world. Draw a map showing where the landform exists. You must label the surrounding features, countries and states. The labeling is very important because it will identify where the exact location is. Do not assume that I will know of the place you have chosen.
4. You may use a map as your drawing if it appropriately. shows the landform, as would drawing a bay. If ,however, the map shows only the location of the landform, then an illustration must be included. For example, a map showing the location of a desert does not show what a desert looks like. You might draw a sun shining on a sandy landscape with cactus growing.
5. Use each geography term in a sentence. The sentence will show that you understand the meaning of the word. General sentences in which any term could be inserted are not acceptable.

GEOGRAPHY TERMS BOOKLET INFORMATION SHEET

You will create a booklet with a minimum of 10 geographic terms. Below is a checklist of the five items that must be included on each page.

CHECKLIST

_____ 1. A geography term
_____ 2. The definition of the geography term
_____ 3. A drawing (picture, magazine clippping, etc.) that illustrates the geography term chosen
_____ 4. A map section showing where one of these landforms exists. You must show the name of the ocean, continent, country, etc., where it can be found
_____ 5. A sentence using the word correctly.

Definitions

archipelago	a group of many islands
atoll	a ring-shaped coral island or string of islands, surrounding a lagoon
basin	an area of low-lying land surrounded by higher land
bay	part of an ocean, sea, or lake, that extends into the land
beach	the gently sloping shore of an ocean or other body of water, especially that part covered by sand or pebbles
butte	a small, flat-topped hill
canal	a waterway built to carry water for navigation or irrigation, usually connecting two other bodies of water
canyon	a deep, narrow valley with steep sides
cape	a point of land extending into a body of water
channel	a narrow, deep waterway connecting two bodies of water
cliff	a high, steep overhang of rock or earth
coast	land along an ocean or sea
dam	a wall built across a river to hold back the flowing water
delta	a triangular deposit of sand and soil that collects at the mouth of some rivers
desert	a very dry area where few plants grow
dune	a mound, hill or ridge of sand that is heaped up by the wind
fjord	a deep, narrow inlet of the sea between high, steep cliffs
foothills	a hilly area at the base of a mountain range
glacier	a huge mass of ice that moves slowly down a mountain
gulf	part of an ocean extending into land, usually larger than a bay
harbor	a sheltered area of water where ships can anchor safely
hill	a rounded, raised landform, not as high as a mountain
island	an area of land completely surrounded by water
isthmus	a narrow strip of land, bordered by water that connects two larger bodies of land
lagoon	a shallow body of water partly or completely enclosed within an atoll; shallow body of sea water partly cut off from the sea by a narrow strip of land
lake	a large body of water surrounded by land on all sides

This project was used as a culminating activity to assess how well students could translate their knowledge of a geographic term's definition into being able to recognize it on a map or in a drawing or photograph. Students were also evaluated on their ability to integrate the information they found and to put it into an organized, attractive, visual format.

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ASSESSMENT

Your grade will be based on many criteria. The project will be graded not only on the content but on the quality of your work.

- The booklet was colorful.
- The text and pictures were arranged attractively.
- There was detail in the drawings and pictures.
- The cover was eye-catching and colorful.

Four points will be deducted from your total score for every day that your project is late.

Geography Terms
Booklet Rubric

	0	1	2	3	4	5
Content						
at least 10 terms						
correct spelling						
appropriate sentence						
correct definition						
map location for each term						
maps labeled correctly						
appropriate picture						
Visual						
done neatly						
print.clearly/wordprocessed						
colorful						
detailed						
artistic						
appropriate cover						

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Students progress was evaluated through ongoing observations and individual conferencing. The final product was presented to the teacher and the class. Each project was viewed, critiqued and discussed. Final evaluation was made using a scoring rubric.

Evidence that the students have mastered the objectives of this unit include the following measurable criteria:

They have:

- included a correct definition of a geographic term.
- indicated on an existing map or on a map of their own creation a real world location for their geographic term.
- written a sentence using the geographic term correctly.
- made a drawing showing that they understand what the specific land or water term looks like.

REFLECTION:

REFLECTION:

The study of social studies, and especially of geography, is an integral part of educating students for the burgeoning global economy and for the coming millennium.That is why this unit is so well suited for the intermediate students. It allows them to make a connection between their classroom assignment and the world at large. It allows them to have a "final product" that is within the grasp of the vast majority of students.

The unit would better meet the needs of all students if the work were done exclusively in the classroom, rather than in the way I have assigned it in the past. This is because there can be a huge discrepancy in the quality of work between those who have access to parental intervention and a ready access to supplies and those who are left to finish the product left to their own devices. Otherwise, the unit is easy to implement and gives the students important skills while, at the same time, instilling a sense of accomplishment.

Social Studies

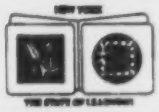
Resource Guide

PART II.3

Law and Life in Two Ancient Societies.....2
Cookie Factory 8
Study of Gender Equity 12

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

THE UNIVERSITY OF THE STATE OF NEW YORK



THE STATE EDUCATION DEPARTMENT

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COMMENCEMENT

Standards & Performance Indicators

Law and Life in Two Ancient Societies

SS 2

- ▲ define culture/civilization
- ▲ norms and values of Western/other cultures
- ▲ interpret/analyze documents/artifacts

SS 5

- ▲ values of nation/international organizations affect human rights

While this learning experience is done with grade 10 students, it would be part of the grade nine course under the new Global History scope and sequence.

Students are introduced to document-based questions in the first month or two of the school year. They are also introduced to charting information and analyzing its impact.

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Grade 10

This is a two-day classroom activity within a series of lessons in a unit. The students may have an introduction to ancient civilizations or the lesson may be used to introduce the unit. The teacher rotates from group to group guiding students, when necessary, with questioning. Each group is instructed to select a guide and a recorder. Students compare/contrast Mesopotamian Law to Hebrew Law as it relates to how each society values women, social responsibility, negligence, and equality under law. They chart their findings on the outlined chart so it will be a natural progression to answering questions about values in these two societies. The class moves from charted information to critical conclusions/evaluations. Finally, the class discusses the values of those societies and how American law/values is related.

1. **Compare / Contrast the values of these two ancient societies.**

Women in Hebrew society were almost are equal as men. They could remarry after being divorce. Women in Mesopotamia were 2nd class citizens, they were like object or property of men. Men gave their wife or children it pay off their debts. Women were drowned for being disreet but they did have alimony if the man was to divorce his wife.

Laws were different for different social classes in Mesopotamia society. Plebeian would get the eye for eye, tooth for tooth treatment. when patrician did wrong they got the eye for money and hand for money treatment. In Hebrew society If a man hurt his servant or maid, they shall only be set free for the sake of whatever was hurt.

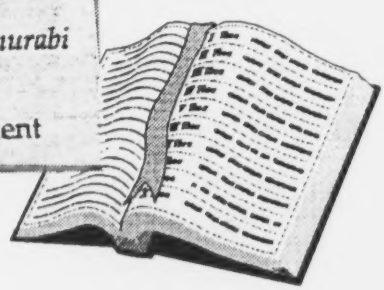
Negligence in Hebrew society was if an ox kills a man or a women the ox shall die. owners of an ox was to keep an eye on them and if someone got hurt the ox was always killed and sometimes the owner. In Mesopotamia society it was like an ox for an ox.

Social responsibility in mesopotamia society was if food didn't grow on land you rented you are still responible. Hebrew society they are considerable with food, leaving some for strangers and the poor.

Critical Conclusions/Evaluations Questions

Materials:

- Copies of *Code of Hammurabi*
- Copies of parts of *Old Testament* for each student



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2. What is the origin of Hebrew Law? Mesopotamian Law?

The origin of Hebrew Laws came from Moses who was a prophet, and lawgiver of Jews. It says in the Bible, Moses saw God face to face. From God he recieved the Ten Commandments for his people. These were the laws which became the foundation for the Jewish religion. The commandments are recorded in full in Exodus, xx, 2-7, and in Deuteronomy, v, 6-21.

The origin of Mesopotamian Laws came from King Hammurabi, who wrote the Code of Hammurabi. The code was inscribed on a stele. At the top of the stele, Hammurabi was pictured receiving the laws from a god. Although most of the laws were already old and had long been in writing.

3. Compare / Contrast the ancient Egyptians to the Mesopotamians and Hebrews.

The ancient Egyptians and Mesopotamians were polytheistic while Hebrews were monotheistic.

The Hebrews and Egyptians were very considerable with there food when farming.

Egyptians were farmers and craftsmen while Hebrews and Mesopotamians were farmers.

Egyptians had pharaohs and nobles who were rich the rest of the people lived simple lives. Mesopotami. had different social classes, plebeians who were the poor people and the patricians who were the rich people.

Women in ancient Egypt and Hebrew women were almost as equal as men. Women in Mesopotamia were 2nd class citizens, although they did have some rights such as alimony but were drowned when they cheated.

Critical Conclusions/Evaluations Questions

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Claudeen

Comparing Law and Values in two ancient societies

Compare	Mesopotamians	Hebrews
Equality Law: Exodus, Ch. 21 #26 and 27 vs. Hammurabi's #196, 197,198 & 199	If a plebeian commit a crime they get the eye for an eye treatment, but when patrician commits a crime they pay a certain amount of money	If man hurts any body part of his servants or maids, they shall go free for the sake of this part.
Negligence: Exodus, Ch. 21 #28, 29 & 32 vs. Hammurabi's #245 & 251	If a man loans his ox to another man, and has caused the death of the ox he will repay with an ox. If an ox is a killer and its owner doesn't silence the ox, and the ox kills a free man the owner will pay	If an ox kills a man or a women the ox shall be killed. If the owner had been warned about his ox and did nothing, the owner and ox shall die. If a servant was killed the owner will pay the master and the ox will die.
Social Resp: Leviticus, Ch 19 #9 & 10 Hammurabi's #42	If a man rents land for farming and no crops grow, he shall still be responsible for no food being grown and pay an average rent.	Don't think of yourself only when your taking up food from your feild, but leave some for the poor and strangers.
Women: Deuteronomy, Ch. 24 #1 & 2 vs. Hammurabi's # 138, 143, 117 & 128	Women and children were 2nd class citizens.	If a man had married his wife but then finds out he doesn't love her, he can divorce her and send her out of his house. She may then go be another mans wife. Women were almost as equal as man.

REFLECTION

I enjoy the lesson because it requires higher order thinking skills and uses the content to impress values on students. The lesson should be expanded to include other ancient civilizations that will be part of the new world history course.

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Assessment

Student self-grading sheet. All other team members must sign it. Signatures equal approval of self-grade. Six categories are worth up to four points each for a total of 24 points of grade.

Member of a Team Scoring Guide (Rubric)

School Year: _____

Student: _____

Grade/Course: _____

	STUDENT PERFORMANCE				
SCORING CRITERIA	*4. Excellent	*3. Good *STANDARD	2. Needs some Improvement	1. Needs much Improvement	NA
Group Participation Participated in group discussion without prompting. Did fair share of the work.					
Staying on Topic Paid attention, listened to what was being said and done. Made comments aimed at getting the group back to the topic.					
Offering Useful Ideas Gave ideas and suggestions that helped the group. Offered helpful criticism and comments.					
Consideration Made positive, encouraging remarks about group members and their ideas. Gave recognition and credit to others for their ideas.					
Involving Others Got others involved by asking questions, requesting input or challenging others. Tried to get the group together to reach group agreements.					
Communicating Spoke clearly. Was easy to hear and understand. Expressed ideas clearly and effectively.					

NOTE: NA represents a response to the performance which is "not appropriate."

This scoring guide may be used by a student for the purpose of self-assessment, to score the work of an individual student, and to obtain a composite profile on the performance of the class.

COMMENTS:

LAW AND LIFE IN TWO ANCIENT SOCIETIES
GRADING RUBRIC

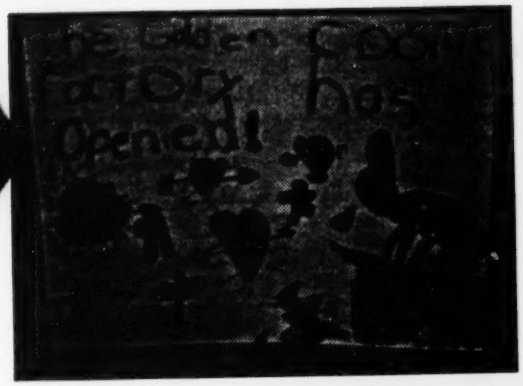
Chart	students draw logical, specific conclusions in all 8 boxes of the chart **19 points**	students draw logical specific conclusions in most of the boxes in the chart **16 points**
	students draw logical specific conclusion in half of the boxes **13 points**	students reword the statements as they are given in the readings **9 points**
Question Number 1	students cite 4 values of Mesop. and 4 values of Hebrews as they relate to each of the four categories (equality, women, etc.) with reference to similarities and differences **19 points**	students cite most of the values of Mesop. and Hebrews and make some reference to similarities and differences **16 points**
	students cite some of the values of each society but do not make any reference to similarity or differences **13 points**	students do not make any value judgements. Students repeat the laws as they are given in the readings and make no comparisons **9 points**
Question Number 2	students cite the origin of Hebrew Law(god) and Mesop. Law(Hammurabi) and comment on the spiritual vs. Earthly difference **19 points**	students cite the origin of Hebrew Law and Mesop. Law **16 points**
	students cite the origin of only one of the laws (either Hebrew or Mesop.)	the origins are incorrect for both Mesop. and Hebrews
Question Number 3	students cite at least three specific societal similarities for their decision and effectively draw the connection between the two societies **19 points**	students cite 3 specific reasons for their decision but fail to draw the connection between the two societies **16 points**
	students use 1-2 specific similarities for their decision **13 points**	students use incorrect facts (9 points)* or did not attempt to answer the question **0 points***

*Please note that there are two grading options in this one section! ! ! !

ELEMENTARY

Standards & Performance Indicators

Cookie Factory



SS 4

- ▲ individuals/groups satisfy needs/wants
- ▲ scarcity requires individuals to make choices
- ▲ societies organize their economies
- ▲ investigate economic decisions
- ▲ locate economic information

SS 5

- ▲ willingness to consider other viewpoints
- ▲ participate in activities
- ▲ suggest alternative solutions
- ▲ evaluate consequence
- ▲ prioritize solutions
- ▲ propose action plan

This interdisciplinary project allows students to work together to make decisions, solve problems, and learn about the world of work and economics. They will produce, promote, "sell", and evaluate a product —cookies.

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Grade 2

Introduce concepts and terms (factory, product, produce, employee, supervisor, survey, customer, production).

Students sign up for the team of their choice:

Accounting

- figure out cost of cookie, collect and count money

Research

- research prices of cookie dough, frosting, and sprinkles
- find out how many cookies we would need (take orders with or without frosting)
- graph results later

Management

- decide sequence in making cookies
- define jobs needed and write job descriptions
- collect feedback from workers
- write a note to workers about how to change jobs (if they want to)
- create a time card to use

Design

- design cookie cutter size and shape
- decide on frosting, color, and sprinkles

Customer Service

- design a survey for customers
- compile results

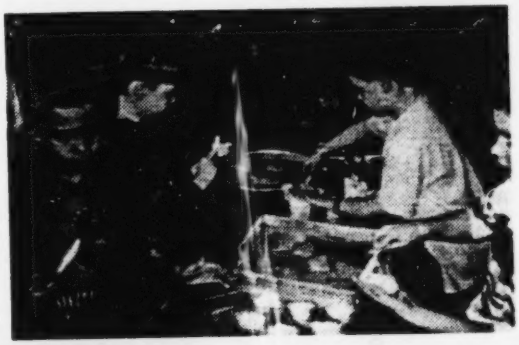
Advertising

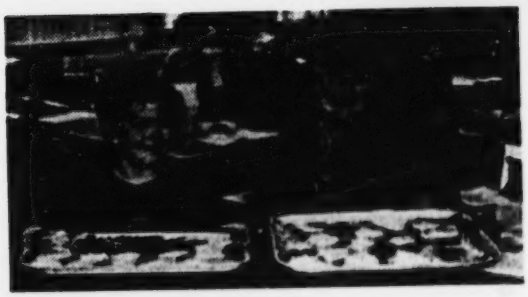
- talk to classes about sale of cookies
- decide on factory name
- make advertising signs and write notes to classes
- collect feedback in regards to advertising

A. Meet in small groups to accomplish team goals. (Teacher facilitator)

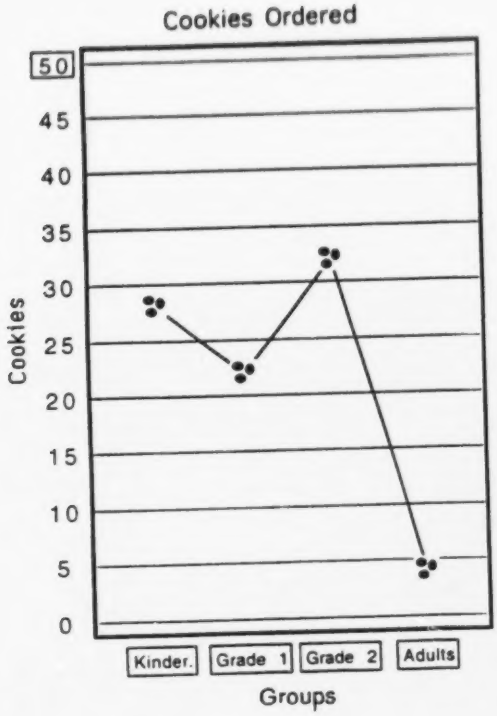
B. Meet as a whole group to brainstorm ingredients and utensils needed to make sugar cookies. (Teacher facilitator) For homework, research a sugar cookie recipe to find out what the ingredients are and compare it to the prepared dough we will be using.

C. Sign up for jobs:
roller
cutter
mover
remover
froster
sprinkler
janitor
deliverer
(Teacher is baker)





D. Factory opens and students do jobs (use time cards). Our factory opened three times. The first time, the cookies were given as free samples to all students K-2. The second time, the cookies were "sold", after calculating the cost per cookie. Students in other classes "paid" in paper money that they had to "earn" in a manner decided within their own classroom. This money was counted later by the **Accounting Team**. The third time, the cookies were given to parents at our end of the year *Celebration of Learning*.



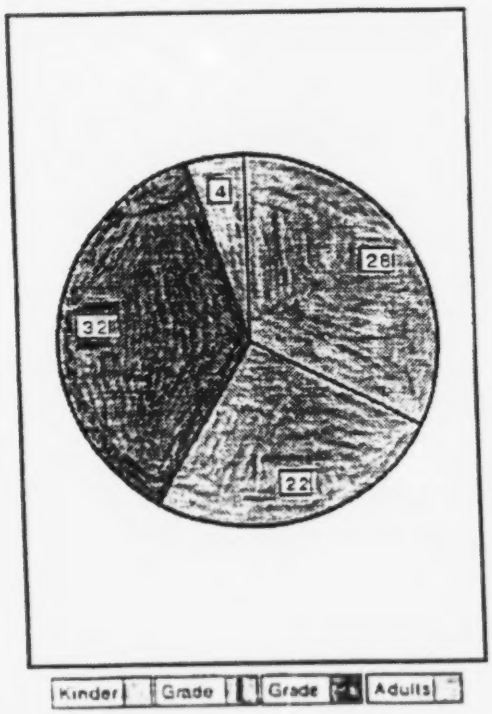
E. Have an employee meeting(s) to evaluate the factory. (Use **Robert's Rules of Order**). This may lead to smaller team meetings and eventual oral reports to group. (Teacher facilitator)

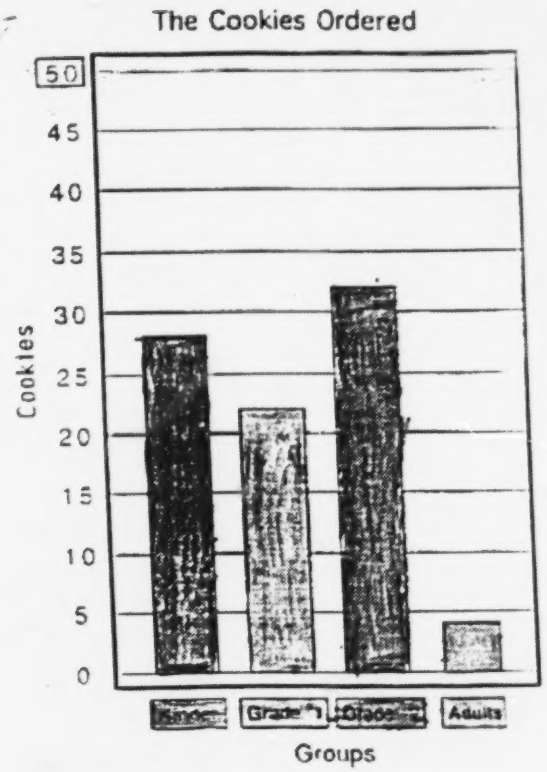
F. Students write a description of their jobs.

G. Possible extension activities: graphing (computer), design and have technology department make their own cookie cutter, visit a bakery in the community to compare, counting money, and letter writing, as needed.

The student needs:

- clean hands
- a time card





ASSESSMENT

1) observation of students during teamwork and cookie factory
2) photographs of teams and students performing cookie factory jobs
3) performance of tasks and completion of product (team planning and factory operation)
4) writing about the job they had and illustrating
5) drawing conclusions about their work and reporting at employee meetings
6) student-made surveys and graphs

The photographs indicate the level of involvement the students had with their jobs.
The survey informed us that the factory was a success.
The completed research showed that the students could gather and compile information.
The writing demonstrated how the team solved problems and that they understood their roles in the production process.

REFLECTION

We work in a small primary building (K-2). Our project involved the whole student body and staff. The project was expanded further into the school community when the technology department constructed the students' design for a new cookie shape. Finally, the project was carried outside the school into the local community when we visited a real bakery.

Possible problems might develop if your school has any policies about giving away food or does not celebrate holidays, which two of our factory openings centered around. However, the project could be easily adapted to any activity that has a sequence. Some examples might include other foods, such as pizza, crafts, or growing plants to sell.

Team Self-Evaluation Questions

Accounting
- How much did each cookie cost?
- Total cookie cost?
- How much should we charge next time?

Research
- Some teachers did not get any cookies. How can we solve that problem next time?
- Do we need the same amount of ingredients next?
- How do you know?

Management
- Do we need any more jobs?
- Did we have enough employees on each job?
- How did the employees feel about their jobs?

Design
- Was the design successful? How can you tell?
- What will next time's design be?

Customer Service
- What were the results of the survey?
- Can you figure out how to compile the results to share with all employees?
- What should we do differently?

Advertising
- Where are your signs?
- What should we do with them?
- Do you think people noticed them?
- How can we make sure that they do notice them?
- Did we have enough advertising?

INTERMEDIATE

Standards & Performance Indicators

Study of Gender Equity—Age of Homespun

Witness - Stephen Tappen of Lysander
Proven - 5 March 1818

Marcellus and county of Onondaga - Unto wife, Asenath
Lawrence, one-third pa
horse, one side saddle a
the late husband of my daughter, Susanna, deceased, the sum
of twenty-five dollars to be paid in six months after my

Lawrence, Peter Lawrence, Ru-
Clavin Lawrence, Jeptha Lawr

shall be considered as advanc
be made to said son, Calvin.
vested in him until he shall
at home at least three years
his family and unless he shal
above stated within ten years
dividend is to go to his thre
Executors - Sons. Bigelow Law
Written - 1 March 1811
Witnesses - Dan Bradley, Nanc
Proven - 11 March 1818

SS 1

- ▲ meaning of American culture
- ▲ how ordinary people/historic figures advanced democratic values
- ▲ sources of historic documents
- ▲ understand how different experiences lead to different interpretations of events

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Grade 7

Prior Learning necessary for completion of this exercise

- an awareness of the time period, or era, of American history in which these wills were written,
- previous teaching of the letter writing unit in Language Arts, both friendly and business letter formats.

1. What is the purpose, objective or focus?

Students will analyze actual wills from the Homespun Era. From this analysis, students will be able to document:

1. how females were treated differently than males
2. how morality played a key role in an inheritance
3. the importance of religion in Homespun society
4. the extent of an upper middle class estate during this era

Students will, after this analysis, make evaluative comments to the authors of the wills.

You need readable copies of the wills. If one wishes to look for wills from a specific time and place, a couple of hours at the county clerk's office is all that is necessary.

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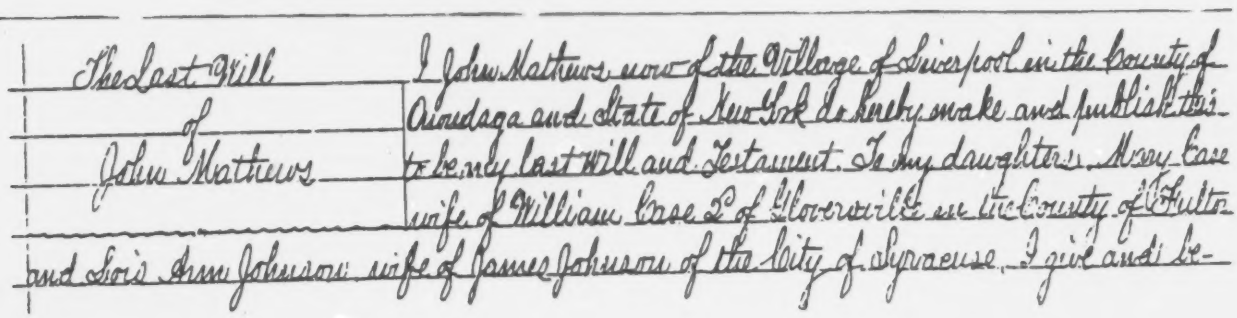
THE LAST WILL OF JOHN MATHEWS

I, John Mathews, now of the village of Liverpool in the county of Onondaga and State of New York do hereby make and publish this to be my last will and Testament. To my daughters, Mary Case, wife of William Case 2nd of Gloversville in the County of Fulton and Lois Ann Johnson, wife of James Johnson of the City of Syracuse, I give and bequeath to each of them the sum of Two thousand Dollars to be paid unto them by any Executors within one year after my decease. The balance and residue of my estate real and personal of every kind and description I give and bequeath to my son Daniel Mathews of Gloversville in the County of Fulton aforesaid. And I hereby nominate and approve my said son Daniel Mathews my sole Executor without bail or other surety of any kind for the faithful performance of his duties as such. I having full faith that he will perform his duty and represent one in all respects according to his best ability. In witness Whereof, I do herewith set my hand and seal at Liverpool aforesaid the first day of January one thousand eight hundred and sixty two, John Mathews. The above instrument consisting of one fourth of a sheet was now here subscribed by John Mathews the testator in the presence of each of us, and it was at the same time declared by him to be his last will and testiment and we at his request sign our names as hereto as attesting witnesses, D.A.Oreutt of the City of Syracuse, Onondaga Co., N.Y.

The Lawrence will was found in a typewritten format, but it is interesting for students to work with the handwritten Mathews will. It is a good idea to provide the typed transcription as well...it is fun for students try to read the original Mathews will with the aid of hand held plastic magnifiers which are readily available at most office supply stores very inexpensively.

Teacher


The Last Will of John Mathews

I John Mathews now of the Village of Liverpool in the County of Onondaga and State of New York do hereby make and publish this to be my last will and Testament. To my daughters Mary Case wife of William Case 2 of Gloversville in the County of Fulton and Lois Ann Johnson wife of James Johnson of the City of Syracuse I give and be-

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Brandon
Period 10

Wills

Dear Bigelow Lawrence,
I think your will is very unfair. You only gave your daughters one half of everything. If you plan to do it over, try to include your daughters. In today's society women are treated just like men, equally. Women own businesses, receive high wages, and are head of households.

Sincerely,
Brandon

Dear John Mathews,
I liked to see the value that you placed on your family when writing your will. You tried to give your daughters and son large amounts of money, thus allowing them to meet their personal needs, as well as family needs. When recieving large amounts of money today, it helps to purchase goods with prices rising everyday. However, it appears that you treated your daughters in a manner that was unfair in comparison to that which you left for your son. Women have just as many needs and responsibilities as men in this day and age.

Sincerely,
Kristin

Dear John Mathews,
I believe you did a great job on your will. You divided your belongings among your children equally. I wouldn't have changed a thing. In your will, your daughters are given about the same amount of your belongings as your son. Your will is very well constructed.

Yours truly,
Brandon

2. The students demonstrate their level of understanding of gender inequities. At the middle school (intermediate) level, fairness, consistency, and equal treatment are of paramount importance. The students easily see the inequity shown by these two wills. It is very interesting to note how they interpret these inequities by reading their letters. The worksheet readily gives insight concerning the students' recognition of the values of the work ethic, marriage, religion, and gender equity.

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DOCUMENTS STUDY
-WILLS-

NAME_____
PER._____

USING THE ATTACHED TWO WILLS, ANSWER THE FOLLOWING:

BIGELOW LAWRENCE'S WILL:

List what was left to the following:

a. Asenath, his wife,- one third of all personal property, one horse, one side saddle and one bridle. She can use 1/2 of the farm & orchard.

b. Ebenezer Pierce - $25.00 six months after the death

c. Eastern Society - $15.00 every year as long as the Revd Levi Parsons continued as minister, $ 00 to support the gospel, finish the meeting

ters treated in the will in sons? The girls were treated poorly.

ne half as much as the boys.

ated differently than his brothers. t his share of the estate. Calvin must

un ten years of his dad's death atleast three years to get the estate.

about Mr. Lawrence's "family awrence favored his sons over his vide for his sons because his daughters would ided for.

eave to his two daughters? He 2000 each.

son, Daniel? He left the balance residue of his estate real and personal.

c. Nothing is left to Mrs. Mathews, John's wife. What conclusion can you make from this fact. The conclusion I can make from this is maybe his wife is dead.

Now that you have read both wills, write a "letter" to these two men explaining what you like or dislike about their wills. Include why their ideas are either appropriate or inappropriate in relation to our more modern values.

Such a lesson would be appropriate when studying Homespun roles of men and women.

- In what ways are men and women treated differently?
- Is birth order a factor to consider?
- How have these ideas changed since our study of the colonial period?
- What would the Iroquois say about a will?
- How would they respond to treating men and women (or sons and daughters) differently?
- How do people today react to such situations?
- How are women's roles different today?

3. The second day, students could read letters aloud. (I did this and it was fun). Such readings help to stimulate class discussion and can be a source of peer evaluation. It's just a simple assignment. Let's not make much more of it. It was a big hit with the kids!

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Assessment

ASSESSMENT

Evaluation and assessment of this lesson are accomplished in two ways:
a. class discussion during and after the assignment is completed, and
b. letters written by the students to the two men.

DOCUMENTS STUDY
- WILLLS-

NAME_____

PER._____

USING THE ATTACHED TWO WILLS, ANSWER THE FOLLOWING:

BIGELOW LAWRENCE'S WILL

1. (30 points) List what was left to the following:

   a. Asenath, his wife, _____

   _____

   b. Ebenezer Pierce - _____

   _____

   c. Eastern Society - _____

   _____

   d. How are his two daughters treated in the will in comparison to his eight sons?_____

   _____

   _____

   e. Calvin, son # 9, is treated differently than his brothers. Tell what he must do to get his share of the estate._____

   _____

   _____

   f. What does this tell you about Mr. Lawrence's "family values?" _____

   _____

2. (20 Points) JOHN MATHEW'S WILL:

   a. What does John Mathews leave to his two daughters?_____

   _____

   b. What does he leave to his son, Daniel?

   _____

   c. Nothing is left to Mrs. Mathews, John's wife. What conclusion can you make from this fact? _____

   _____

3. (50 points) Now that you have read both wills, write a 'letter" to these two men explaining what you like or dislike about their wills. Include why their ideas are either appropriate or inappropriate in relation to our more modern values.

REFLECTION

This lesson provides a concrete example to students for evaluating historical documents, analysis of values and customs and reinforces reading and writing skills.

Social Studies

Resource Guide

PART II.4

Getting Inside the Heads of Famous People.....2

Women's Issues in the Progressive Era 10

USA's Involvement in Conflicts in the 20th Century 16

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT

http://www.nysed.gov

ELEMENTARY

Standards & Performance Indicators

Getting Inside the Heads of Famous People

SS 1

- ▲ roots of American culture
- ▲ information about accomplishments
- ▲ identify individuals
- ▲ view historic events through eyes of those who were there

I have developed this research project from an idea I read about in the January/February 1996 issue of *Instructor*. It was in an article by Tarry Lindquist from Washington who was named National Elementary Teacher of the Year by the NCSS. From her idea of the billboards, I developed this into the research project with the ties to women and African Americans.

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Grade 3

Students like knowing what teacher expectations are from the start.

Teacher

Students celebrate Black History Month and Women's History month by reading biographies of notable women and African-Americans to become more knowledgeable about contributions made by others in our society, past and present.

I introduce students to what is a very different kind of research project for them by explaining that the research project integrates social studies—the study of people and language arts—reading, writing, speaking, and listening. We discuss the fact that in our nation, February is designated Black History Month and March is designated Women's History Month. I display different biography books. I explain that each student will choose a person to study and find a biography from our class, the school library, the public library, or a bookstore. The African American or woman that students choose will be the focus of their project.

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"Walk" the class through the *Biography Book Project Outline*. This outline explains the process of selecting a book and getting approval. It gives Dates To Remember because the project takes from early February until the end of March. The outline tells the steps in the reading and note taking and how the Learning Logs will be used in class. It also explains the project illustration and the oral presentation parts of the project. Finally, it gives suggestions of people from whom students may want to select.

Name _____ February & March - Class 3D

BIOGRAPHY BOOK PROJECT

BACKGROUND INFORMATION

February is Black History Month and March is Women's History Month. To honor the many contributions made by African - Americans and women in our society, you will independently read a biography about a famous woman or an African-American. I expect you to choose a biography of a person you do not know much about. Please pick a person that interests you and a book that is appropriate for your reading ability. You will need to share the book with me for approval on or before February 3rd.

DATES TO REMEMBER

By Monday, February 3 - Choose a biography book and have it approved.

By Wednesday, February 19 - You will have to have finished reading your book. Hand in your Learning Log with your completed notes.

By Wednesday, February 26 - Show me your rough draft describing five of the most important events in the life of the person you have studied.

By Monday, March 3 - Bring to school a piece of white poster board 22" x 28"

By Thursday, March 6 - Hand in your 2nd copy of your report rewritten in the first person.

By Monday, March 10 - Hand in your Final Written Report.

By Friday, March 21 - Memorize your report and practice it with an expressive voice. You should know your report by heart ♡

End of March - Our class will present a play: "Biography Billboards"

Going over this outline helps students comprehend the steps involved and what will be expected of them in the coming weeks. They become more aware of what their specific tasks are and when they are due.

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YOUR TASKS

WRITING ASSIGNMENTS:

After the biography you have chosen has been approved, begin reading it and take notes in your Learning Log as you read. We will set up our Learning Logs in class. You will include in your Learning Log:

1. Why you decided to learn about the person you have chosen.
2. A list: **What I Know About** _____
3. A second list. **What I Want to Know About** _____
4. Your notes describing what you have learned about the person from your reading.

You will need to bring your Learning Log and your biography to and from school everyday because you will read your book in class during silent reading time and at home for your daily independent reading assignment.

After you finish reading your book you will write a rough draft of your report describing five of the most important events in the life of the person you have studied. Then you will rewrite your report in the first person. We will do most of this writing in school.

Later, you will write your final report. We will proofread your report in school and you will write your final copy at home.

PROJECT ILLUSTRATION:

You will bring in a piece of white 22" x 28" poster board and draw the person you have studied in period clothing. This will be done in school.

ORAL PRESENTATION:

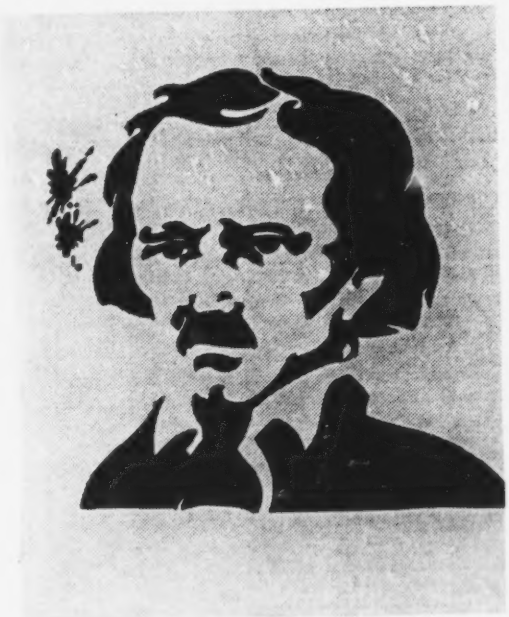
You will memorize your report at home and you will also have time to practice in school. Then we will present a play entitled *Biography Billboards* the last week in March!

In the second year that I did this project I had two students from the previous year visit the class. I explained to the class that two famous people would be visiting us that morning. I used this device in order for students to fully comprehend what it means to "get inside the head" of a historical person. In this project, students write and give the oral report in the first person as if they are the person who is the object of the report. When the former students visited the class, they arrived wearing their billboards and they briefly presented oral reports describing impor-

tant events in their lives. I included these special visitors because I find them to be motivational! A brief time is set aside for questions and answers.

After introducing the project, I begin a brainstorming discussion about, "What needs to be included when one writes about a famous person?" Students use their Learning Logs for this exercise. Elicit a couple of answers from the class, then break them into groups. In small groups they discuss and record what they think should be included in the biography reports. Then we join together as a large group and share our results. [If students have difficulty with the brainstorming assignment, share an old biography report with them and analyze it. Look at what the writer included in his/her report.] Working with the students, develop a list of questions we have decided are an important part of our research project.

Biography Research Questions



1. When was he/she born?
2. Where was he/she born?
3. What was his/her childhood like?
4. Who was he/she raised by?
5. What was he/she interested in when he/she was young?
6. Where did he/she go to school in K-12?
7. Did he/she go to school? If so, what did he/she study?
8. Who or what had a big influence on his/her life?
9. What did he/she do after college?
10. What was his/her career?
11. What is he/she famous for?
12. Is he/she still living? If not, how and when did he/she die?

- Share with students the scoring rubric.
- Review the rough draft describing five of the most important events in the life of the person studied.
- Have the students make a billboard or drawing of the person studied in period clothing.
- Review the second copy of the report which must be written in the first person.
- Review the final written report.
- Have class present a play: *Biography Billboard*. [This is when students give the report on each person from memory.]

I offer students a selection of biographies written at different reading levels. Then I guide students who are unsure toward appropriate books. Even though all students are expected to answer the 12 research questions while taking notes in their Learning Log, I find that notes from students who read and write below grade level are less focused and detailed. Therefore, I meet with all students throughout their note taking and draft composing stages. This becomes especially beneficial to special education and ESL students because they then receive extra help in focusing on the most important parts of a famous person's life. In addition, when students finish their final reports and begin to prepare for their oral presentations, I encourage students who have difficulty memorizing to shorten their reports. I help them choose what to take out of their reports.

final report

Name Kaoru

BIOGRAPHY BOOK PROJECT

Report in the First Person

DIRECTIONS:

In the spaces below rewrite your biography report in the first person. This means, instead of saying *she*, pretend you are she or he and write *I*. Please keep these events in the order they happened and remember you will be speaking to an audience. Your audience will be interested in what you teach them and they will need to understand your life and how and why you became famous.

This is the story of my life . . .

Begin by introducing yourself:

My name is Elizabeth Blackwell. I was born in 1821 in Bristol, England. I was one of eight children in my family. My nickname was Bessie. I was raised by my mother;

father, and my four aunts. I was taught by a governess who taught me through grade school.

Later in my life, doing something that no one had done before influenced me. I wanted to become a doctor. No women had ever become doctors before.

I wrote an endless number of letters to medical schools to ask for my admission. But every school said "No." Finally Geneva College accepted me. The men in Geneva College had voted for my admission. They voted yes. I was allowed to go to college there.

I knew I could not fail in college. If I failed, women would not be able to become doctors. I succeeded in being the first woman doctor. After I graduated from Geneva College, I helped my sister become a doctor. I also founded the New York Infirmary.

On May 12, 1857 the official opening of the New York Infirmary was held and I made a speech.

Soon I thought of opening a medical college for women but the war began. Finally, in November of 1868, I succeeded in opening a college. I died in 1910. I was the first woman doctor in the United States.

Name: Kaoru

Language Arts / Social Studies

RUBRIC FOR BIOGRAPHY RESEARCH PROJECT

	Achievement Levels			Scoring	
				Self	Teacher
Work Habits	Student used independent time wisely. (5 points)	Student used most of independent time wisely. (3 points)	Student did not use independent time wisely and needed a lot of supervision to stay on task. (1 point)	5	5
Research Notes in Learning Log	Student was able to answer between 10 and 12 of the research questions. (10 points)	Student was able to answer between 7 and 9 of the research questions. (7 points)	Student was able to answer between 4 and 6 of the research questions. (4 points)	10 points	10 points
Contents of Final Written Report	Information is historically accurate and presented in chronological order. (10 points)	Information contained a few minor errors but were presented in chronological order. (7 points)	Information contained a few major errors, events were not in chronological order. (2 points)	10	10
Grammar and Handwriting of Final Written Report	Written in first person, neat, and grammatically correct. (7 points)	Partially written in first person, fairly neat, some grammatical errors. (4 points)	Not written in first person, lacks neatness, many grammatical errors. (0 points)	7	7

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	Achievement Levels			Scoring: Self	Scoring: Teacher
Project Illustration: *The Billboard*	Illustration included a picture of the person in period clothing and the person's name. (3 points)	Illustration included person's picture, but clothing was not historically accurate. (1 point)	Illustration incomplete. (0 points)	3	3
Oral Presentation: Voice	Student speaks clearly and with an expressive voice when addressing the audience. (5 points)	Student speaks clearly and loudly when addressing the audience. (4 points)	Student does not speak clearly and/or loudly. (1 points)	5	5
Oral Presentation: Organization	Thoughts and materials are well organized and the audience has a thorough understanding of the person researched. (5 points)	Thoughts and materials are organized and the audience has a good understanding of the person researched. (3 points)	Thoughts and materials are not organized and therefore, interfere with the audience's understanding of the person researched. (0 points)	5	5
Oral Presentation: Eye Contact	Student is able to maintain eye contact throughout the presentation. (5 points)	Student is able to make occasional eye contact. (3 points)	Student is not able to make eye contact. (0 points)	5	5
(Total Possible Points = 50)			**Total Points:**	50	50

= 100%

Comments: Congratulations Kaoru, you did a fabulous job!

ASSESSMENT

As noted under Procedure above, students were involved in creating the Research Questions. Students know how they are progressing throughout the unit because they have the list of Important Dates to Remember, the tasks defined, the paper for their drafts, and the scoring rubric in individual project folders. They constantly use their folders; they refer to the due dates and the scoring rubric. By referring to the rubric they always know ahead of time exactly what they will be graded on. Students also know how they are progressing because they meet with me regularly, they score themselves on the rubric, and they know what points I give them as each part of the project is completed.

REFLECTION

This has been a highly successful unit in my classroom, much enjoyed by students, and educators and parents are constantly amazed at how much students learn.

COMMENCEMENT

Standards & Performance Indicators

Women's Issues in the Progressive Era

...men and women are created eq...
Elizabeth Cady Stanton

Jeannette Balantic
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Ardsley, New York 10502
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Andrea S. Libresco
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Grade 11

SS 1

- ▲ development of American culture
- ▲ evolution of democratic values
- ▲ major themes and developments
- ▲ analyze historical narratives

SS 5

- ▲ disparities between civic values expressed/evidenced
- ▲ citizens influence public policy
- ▲ democratic principles used to resolve issues

Nursing is love in action, and there is no finer manifestation of it than the care of the poor and disabled in their own homes.
Lillian D. Wald

Students explore social, economic, and political conditions of late 19th/early 20th century American women and the remedies they sought to improve these conditions. In addition, students assess condition of women today:

- **political:**

Students analyze suffrage documents (political cartoons, suffrage songs, *Seneca Falls Declaration of Sentiments*, letters/speeches of Susan B. Anthony and Elizabeth Cady Stanton, video excerpts contrasting the tactics of moderate Carrie Chapman Catt and radical Alice Paul). Teacher and students together create a continuum of possible tactics reformers might employ. Students create biographical poems and political cartoons depicting reformers and their methods. After listening to and viewing student-created biopoems and cartoons, the class then places actual reformers on the continuum.

Bloomers, by Rhoda Blumberg

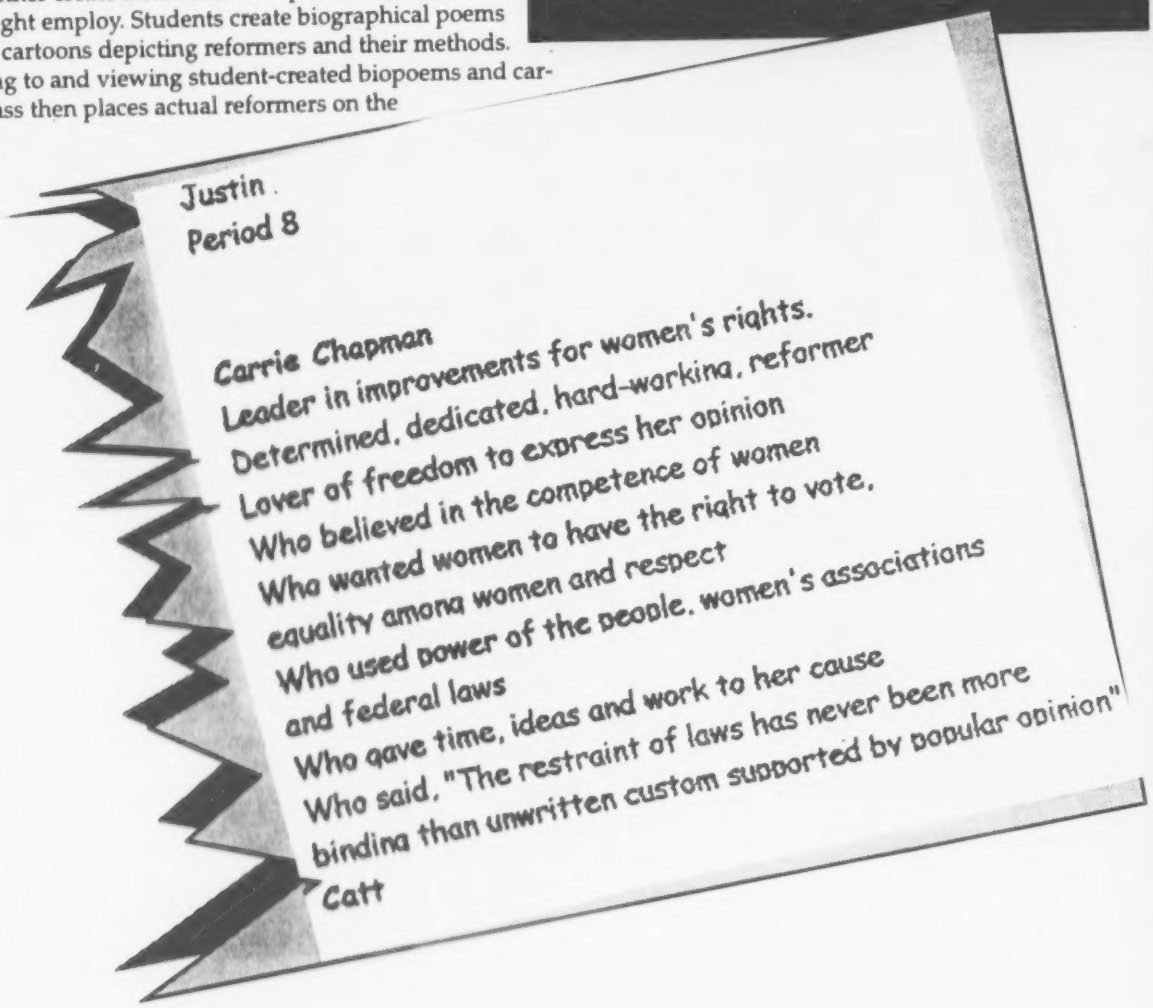
"The Story of an Hour," by Kate Chopin

"Fern Leaves" from *Fanny's Portfolio*, by Sara P. W. Parton

Bread Givers, by Anzia Yezierska

A Century of Women, video by Ted Turner, excerpts on Triangle Fire, Lawrence Strike and M. Sanger One *Woman One Vote*, PBS video, excerpt on Alice Paul

Songs of the Suffragettes, cassette by The Smithsonian Institution


Justin
Period 8
Carrie Chapman
Leader in improvements for women's rights.
Determined, dedicated, hard-working, reformer
Lover of freedom to express her opinion
Who believed in the competence of women
Who wanted women to have the right to vote,
equality among women and respect
Who used power of the people, women's associations
and federal laws
Who gave time, ideas and work to her cause
Who said, "The restraint of laws has never been more
binding than unwritten custom supported by popular opinion"
Catt

Seals, bears, reindeer, fish, wild game in the national parks...all found suitable federal protection; but not the children of our race and their mothers?

Florence Kelly

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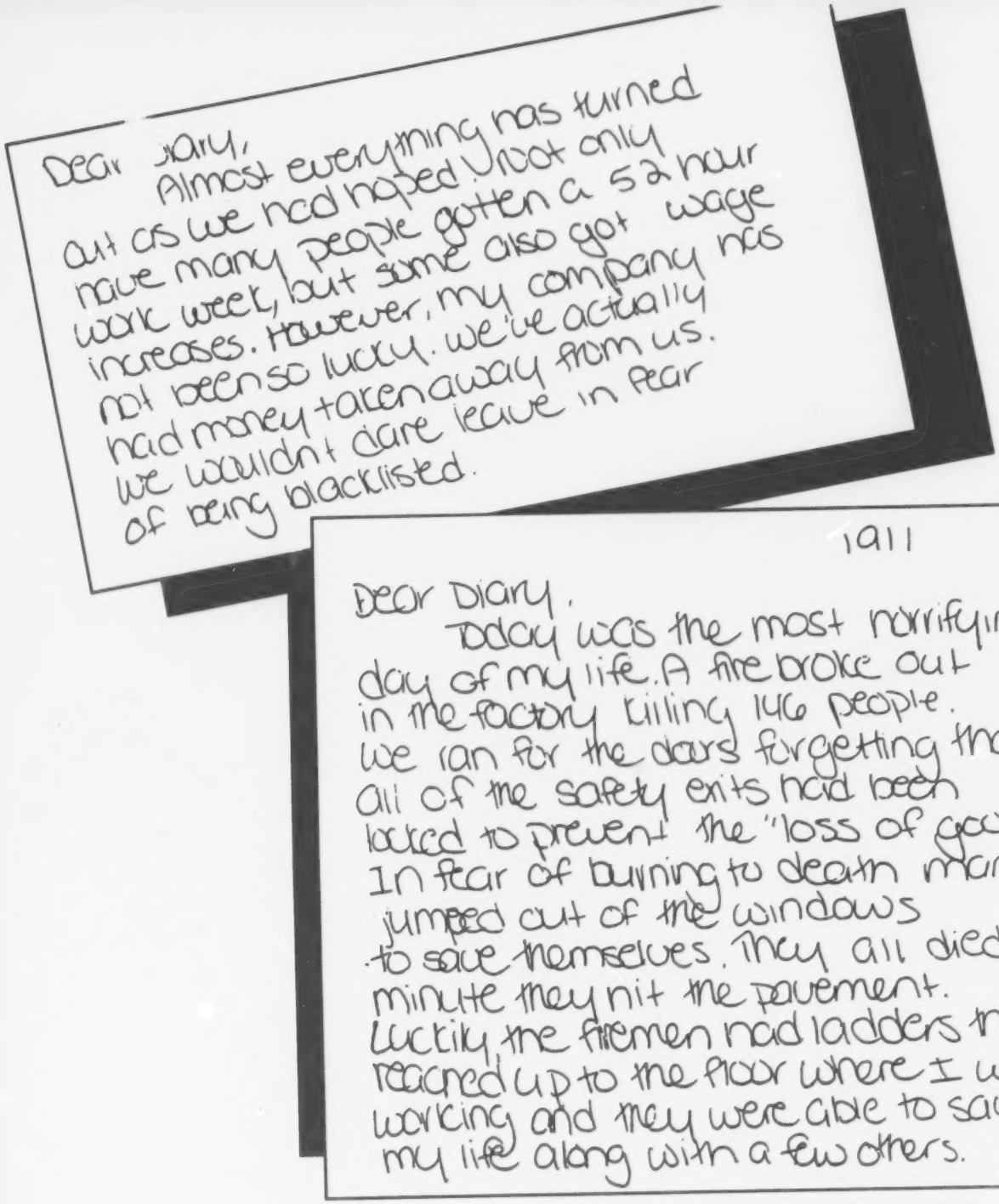
Dear diary,
Almost everything has turned out as we had hoped. Not only have many people gotten a 52 hour work week, but some also got wage increases. However, my company has not been so lucky. We've actually had money taken away from us. We wouldn't dare leave in fear of being blacklisted.
1911
Dear Diary,
Today was the most horrifying day of my life. A fire broke out in the factory killing 146 people. We ran for the doors forgetting that all of the safety exits had been locked to prevent the "loss of goods". In fear of burning to death many jumped out of the windows to save themselves. They all died the minute they hit the pavement. Luckily the firemen had ladders that reached up to the floor where I was working and they were able to save my life along with a few others.

- **economic:**

Students analyze documents on conditions of women in the paid labor force and the actions they took to improve wages and conditions (documentary photo aids, songs such as "Bread and Roses" and "Rebel Girl," video excerpts of the Triangle Shirtwaist Factory Fire and the Lawrence Strike, and artwork such as Ralph Fasanella's "The Lawrence Strike" and "Working at the Mill" union pamphlets). Students then compose their own songs, editorials, speeches, political cartoons, diary entries, and testimonies to Congress reflecting their research.

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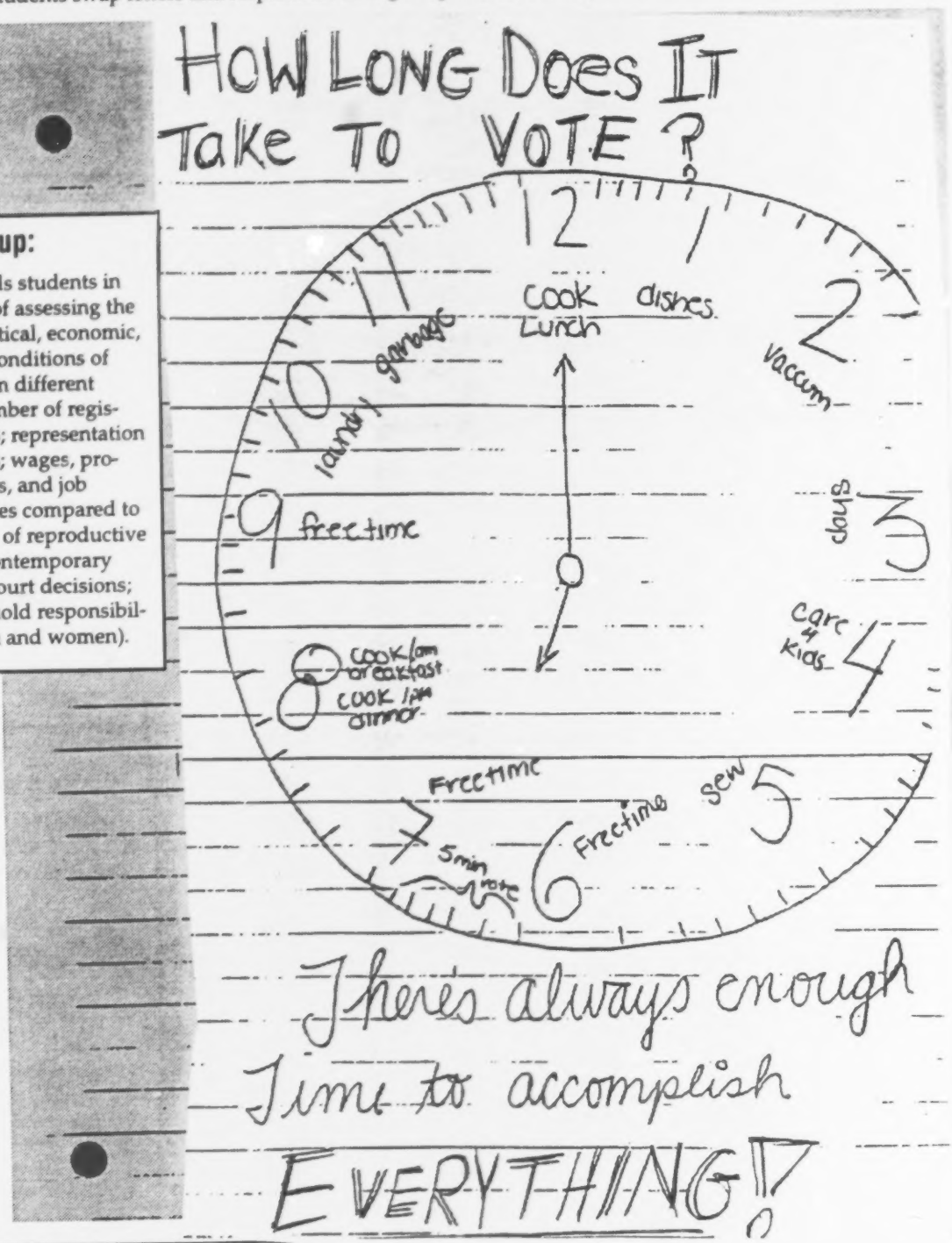
- **social:**

Students analyze documents on women's quality of life in marriage and family and the actions they took to improve it (Lucy Stone and Henry Blackwell's "Wedding Vows," Kate Chopin works, video excerpts on Margaret Sanger, the Comstock Law, *Bloomers* picture book in-class demonstration follows on wearing long skirt and corset while carrying a baby and a lantern, pictures depicting the "cult of domesticity," advice columns of Fanny Fern). Students then assume the perspective of late 19th/early 20th century women to compose letters to Fanny Fern about their plight. Students swap letters and respond assuming the persona of Fanny Fern.

- **follow-up:**

Teacher leads students in discussion of assessing the current political, economic, and social conditions of women from different classes (number of registered voters; representation in Congress; wages, promotion rates, and job opportunities compared to men; status of reproductive freedom; contemporary Supreme Court decisions; and household responsibilities of men and women).



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ASSESSMENT

- Students research the life and achievements of a progressive reformer (many of whom are women) to complete a biographical poem.
- Teacher provides an array of assessment opportunities for students to exhibit knowledge of economic, political, and social issues (speeches, poems, political cartoons, letters, diary entries, songs).

WOMEN'S ISSUES IN THE PROGRESSIVE ERA
RUBRIC FOR STUDENT PROJECTS
JEANNETTE BALANTIC
ANDREA LIBRESCO

CRITERIA	INDICATORS – INCLUDE COMMENTS WITH RATING			
	EXCELLENT	*GOOD*	*FAIR*	*UNSATISFACTORY*
HISTORICAL ACCURACY • Accurate analysis of information derived from primary and secondary sources. • Clear explanation of reformer's issue(s) and proposed remedies, alternatives and consequences.				
INSIGHTFULNESS • Draws conclusions and interprets multiple sources. • Uses specific examples to illuminate the historical significance of the issue/individual. • Assesses effectiveness of individual in addressing issue(s).				
ORIGINALITY • Selected task format (poem, song, speech, etc.) creatively reflects student research. • Distinctive voice represented in student work.				
CLARITY/ ORGANIZATION • Thorough, coherent presentation using chosen format. • Incorporates historical evidence in a logical manner.				
PROCESS • Remains on task and works effectively with peers. • Deadlines are met.				

The biopoems, political cartoons, songs, diary entries, poems, and letters:

- illustrate major developments in women's struggles for economic, political, and social equality.
- demonstrate analysis of primary source documents including the Declaration of Sentiments and a variety of songs.
- explore the disparity between the ideals of the Constitution and the reality of daily life: for poor, middle, and upper class women. Explore how Stanton, Anthony, Paul, and Sanger influenced public policy.

BIO - POEM

Use the following form to make a poem about a historical person. You may give more detail or less than is called for. The details may be one word or may be phrases. Try to be as accurate and complete in your description as possible. Yry several words before you decide which to use.

Line 1 First name
Line 2 Title
Line 3 Four words that describe the person
Line 4 Lover of 3 (things or ideas)
Line 5 Who believed in (1 or more ideas)
Line 6 Who wanted (3 things)
Line 7 Who used (3 methods or things)
Line 8 Who gave (3 things)
Line 9 Who said (a quote)
Line 10 Last name

Amy
Bio-Poem

ALICE
Mother of the Equal Rights Amendment
Tough-minded, leader, realistic, pacifist
Lover of women's rights, justice, and equality
Who believed in woman's suffrage
Who wanted women to have equal rights and opportunities, improvements, and amendments
Who used protests, confrontations, and pickets
Who gave her freedom, inspiration, and encouragement
Who said, "It is better, as far as getting the vote is concerned I believe, to have a small, united group than an immense debating society."
PAUL

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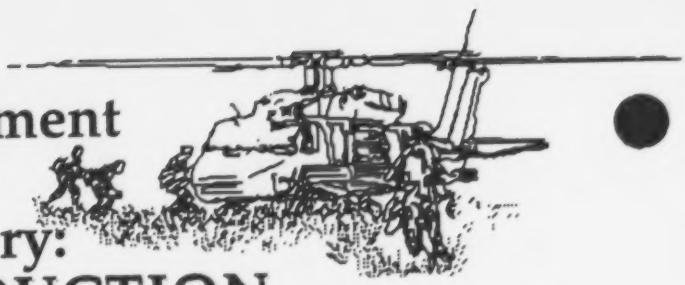
INTERMEDIATE

Standards & Performance Indicators

USA's Involvement in Conflicts in the 20th Century: FINAL PRODUCTION



SS 1

- ▲ investigate key turning points
- ▲ international politics
- ▲ information about achievements/contributions
- ▲ classify major developments
- ▲ compare/contrast different interpretations

SS 2

- ▲ study major turning points
- ▲ investigate roles/contributions of individuals/groups
- ▲ different interpretations of events/themes

SS 3

- ▲ map information
- ▲ present geographic information

Gloria Petrie

Sauquoit Valley Central Schools

Sauquoit Valley Middle School

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Grade 8

The final activity was developed during an Inservice Day with the assistance of the Library Media Specialist and a Language Arts teacher. The entire unit takes 8-9 weeks. This final project activity takes approximately 1 1/2 to 2 weeks.

Integrates technology and research skills. A lesson for the 21 st century.

THE UNITED STATES IN CONFLICT

A Co-operative Learning Project
Language Arts-Social Studies 8

Goals of the Project

- → To gather, interpret and organize information; to integrate writing and research skills in a content area.
- → To use a variety of resources effectively, including the electronic Card Catalogue, Middle Search, CD's, Interlibrary Loans and the Internet.
- → To problem solve: academic and team situations/decisions.
- → To learn co-operatively and independently; to work constructively within a group and complete a fair share of the work.
- → To respect oneself and others: to use hardware and software appropriately.
- → To establish goals within a timeframe; organize time.
- → To design and complete an accurate and creative product using specific software.

Roles of Team Members

- # Consistemtly helps in research, notetaking, typing, drawing, editing.
- # Completes work as needed to meet deadline.
- # Follows directions and guidelines.
- # Stays on task.

page 1

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Topics
Select 1
sign Team Names on the Class List

1 You are a reporting team for a major magazine. You have been given the following assignment: Write a documentary to explain to the readers the reasons the USA entered the Korean Conflict. Compare these reasons with our involvement in Vietnam. Include maps and "photos." *(Publisher)*

2 As a newspaper reporter, you have been given this assignment. Explain to your readers the facts - including statistics - to show the effects of the Vietnam War for America. Also include maps and "photos."*(Publisher)*

3 As a Commanding General for the US forces, describe for your staff the military equipment they will be using in ONE of these wars:
a. WWI b. WWII c. Vietnam d. Persian Gulf
Include drawings. *(Publisher or Powerpoint)*

4 "As a political leader, my roles in (war) were...:"
As ONE of the following political leaders, describe your influence in the war in which you were involved. Include the reasons for your decisions. *(Publisher)*

WWII: a. Roosevelt (USA) b. Churchill (UK) c. Stalin (USSR)
Korea: d. Truman (USA)
Vietnam: e. Johnson (USA) f. Nixon (USA)

5 You are a TV Producing Team. Design a screen show illustrating the propaganda of the USA and its effects during ONE of these wars. *(Powerpoint)*
a. WWI b.WWII c. Vietnam

6 You are an American family living in Florida during the Cuban Missile Crisis. Write three editorials to the local newspaper describing your feelings and opinions of the situation at these points: the USA has just disclosed the missile sites in Cuba; Kennedy has stated that the missiles must be removed or war will be declared with the USSR; after the crisis is over. (Be very clear in explaining the situation to which you are reacting.) *(Publisher)*

7 As Secretary of State, provide a summary of the American involvement in the Middle East since the 1950's for the newsmedia. Include maps. *(Publisher or Powerpoint)*

8 You have been asked by the Editor-in-Chief of your magazine to "describe the impact of Joe McCarthy on the politics and lives of people in the USA during the "Red Scare" of the 1950's. Include "photos." *(Publisher)*

9 Design a screen show for the news media outlining the American roles in the Bosnia-Herzegovina conflict during the last 2-3 years. *(Powerpoint)*

10 Design a project of your own based on a topic/issue studied during the Conflict Unit. Write your project outline and have it approved by Ms. Petrie, Ms. Sheehy, and Mrs. Cortright.
Ms. Petrie ___ Ms. Sheehy ___ Mrs. Cortright ___

page 2

In addition to the social studies standards, the project also focused on research skill including some use of the Internet; reading, writing and organizing skills; map skills (using the computer graphics when available); and the use of specific software. The research skills; co-operative skills, understanding of the significance of a war or person or issue; map skills, writing and editing; and effective use of software (either as a screen show or a publication) are basic to this unit.

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The student productions were displayed during a *Conflict Revelation Day* a day in which the community was invited to come to school to see the students' work.

Students work hard, assist each other, and learn from each other They develop team decision making and problem-solving skills. Because each product is unique, they develop a pride of ownership in their own production. Students learn social studies content, research and technological skills, writing, and team skills.

Students receive a *Student Computer Manual* and an outline of the project. There are 45 computers available for the students in my classroom, three in another class, five to six in the Computer Lab that can handle *Publisher* and *Powerpoint*, and seven in the LMC. There is one Internet connection and several networked to CD's for research in the Lab and LMC. There is a printer for student use in each location. The current arrangement is manageable but can become hectic as teachers have to move from one location to another as needed.

Franklin Delano Roosevelt
(1882-1945)
32nd President of the U.S.A.

By Erin
&
Anna

My name is Franklin Delano Roosevelt and I believe that my role in World War II transformed me into a global leader. I served three terms during two of the most tragic crises in American history: the Great Depression and World War II. Before the United States entered the war, Great Britain's Prime Minister, Winston Churhill, and I met at a meeting to sign the Atlantic Charter. It was an agreement that not only looked forward to "the final destruction of Nazi Germany" but promised peace and freedom to all people. As soon as I found out that Hitler invaded Poland, I announced that the U.S.A. would remain neutral. When we thought that everything was worked out, the worse was yet to come.

On December 7, 1941, Pearl Harbor, Hawaii was attacked by the Japanese. On December 8, I asked Congress to declare war on Japan, and they did.

Once we were officially into the war, I made having an international peace keeping organization a chief principle of mine. I wanted to inspire and insure the United States that after the war the American people would not turn back to isolationism. Less than a month after the attack on Pearl Harbor, the U.S., Great Britain, the Soviet Union, China, and twenty-two other countries put out the

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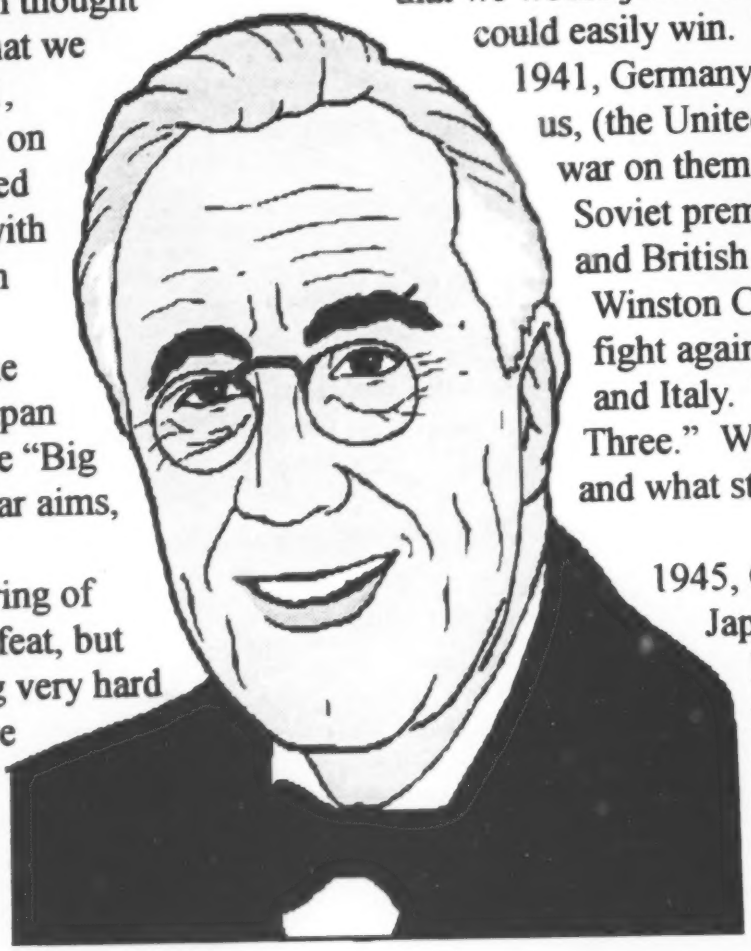
"United Nations Declaration." It stated that they were together in the fight for the principles of the Atlantic Charter. Each of the four major powers were expected to keep peace in their own corner of the world. Then on October 24, 1945, the U.S. was the first nation to ratify the charter of the United Nations.



We then thought that we would just have to fight Japan, and that we could easily win. Then, on December 11, 1941, Germany and Italy declared war on us, (the United States) so we declared war on them too!

I met with Soviet premier Joseph Stalin and British Prime Minister Winston Churchill in leading the fight against Germany, Japan and Italy. We were known as the "Big Three." We met and discussed war aims, and what strategy we should set.

By spring of 1945, Germany was near defeat, but Japan was still fighting very hard In February, we met for the third time at Yalta, (then the Soviet Union) to discuss postwar plans. It became clear to me that the U.S. and Soviet interests in Europe were beginning to conflict.

Because of the pressures of being a war time leader, my health slowly deteriorated. Right after the Yalta Conference, I traveled to Warm Springs, Georgia for my 1945 vacation. The last thing I can remember is that on April 12 of my vacation, a cerebral hemorrhage caused me to die.

Infopedia. (CD-ROM) Funk and Wagnalls New Encyclopedia, 1996.

Morris, Jeffrey. The FDR Way. Minneapolis:Lou Reda Productions, 1996.

Scahlesinger, Arthur M. Franklin Delano Roosevelt. New York: Chelsea House Publishers, 1985.

Smith, Carter. Presidents of aWorld Power. Brookfield: The Millbrook Press, 1993.

Rosen, Elliot A. Grolier Electronic Publishing, Inc. (CD-ROM), 1996.

ASSESSMENT

Assessment

During the lessons of the conflict unit preceding this activity, students are assessed by means of two to three objective tests, writing samples focusing on critical thinking with factual support, on writing skills, logic in cause and effect, and compare and contrast graphic organizers.

The social studies content is being stressed because of the increasing focus on "using accurate factual supporting detail" as the basis for critical thinking and writing in any content area.

REFLECTION

REFLECTION:

Students "grades" tend to narrow-less A+'s and less D's and F's. Students are just learning that part of their academic assessment includes the application of their knowledge, not just rote memory. So, for those who have done well by simply memorizing and "spitting back," it takes a few of these performance activities for some of them to adjust and demand of themselves the quality needed for the A+. On the other hand, those who have had difficulty simply memorizing, etc., find that they can be quite successful in this type of activity, and often, I find that they really excel in use of technology as one means of learning and producing.

The flexibly of the topics and the "role playing" nature of the topics did promote a more "authentic" activity. The expectation is that students will continue to become more independent in their learning and in their production. And they did.

Note: This type of performance activity does not necessitate the wide use of computers. Students could develop hand written/hand drawn productions such as brochures, manuals, articles. Or, they could audio tape "radio broadcasts" rather than a screen show.

EffectiveProducer: Conflict Project

3rd Quarter: SS8 - 2 Test Grades

20 or 19 = A+ 18 = A 17 = B+ 16 = B 15=C+ 14=C 13=D Below 13=F

Student Name _____

Total Score:

1	2	3	4	
		Research and Information		
Inaccurate and incomplete facts and deductions. Graphs, statistics, and maps are not complete or are inaccurate. Deductions are not logical.	Several facts (information) are inaccurate. Information is not complete. Graphs, statistics, and maps are reasonable. Deductions are somewhat illogical.	Majority of information is accurate and complete. Graphs, statistics, and maps are accurate. Deductions are usually logical.	Accurate and complete written information. Accurate graphs, statistics, and maps. Logical deductions.	Score: x's 2
		Written Work		
Many spelling and grammar errors, many run-on sentences and/or fragments.	Spelling, grammar and sentence structure errors detract from the production.	Majority of spelling, grammar and sentence structure are correct.	Spelling, grammar and sentence structure are correct.	Score:
		Work Ethic: Independent & Co-operative		
Wasted a lot of time. Often was not co-operative with team members. Did little work.	Sometimes needed assistance to stay "on task" and co-operate with team members and accept individual responsibility.	Usually worked well independently and with team members. Seldom needed reminding to stay on task, use time well.	Worked well independently and with team members. Accepted responsibility. Used time efficiently and effectively.	Score:
		Visual Production/Appearance		
Production was not accurate or clear. Difficult to follow. Did not follow directions. Poor use of software.	Some of the production was clear and accurate. Some directions followed. Needed help often with software.	Accurate and quite clear; followed most directions but lacks creativity. Quite independent use of software.	Accurate and clear. Followed the outline yet showed creativity. Independent and effective use of software.	Score:

Student's Self Assessment and Comments:

Teacher's Comments:

Areas of weakness will be circled & areas of strengths will be underlined in the rubric.

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Social Studies

Resource Guide

PART II.5

Student Investigation of a Key Public Policy Issue in Participation in Government and Economics 2

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

THE UNIVERSITY OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT

http://www.nysed.gov

COMMENCEMENT

Standards & Performance Indicators

Student Investigation of a Key Public Policy Issue
in Participation in

GOVERNMENT AND ECONOMICS

SS 4
- ▲ identify/locate/evaluate economic information
- ▲ apply problem-solving model to economic problems

SS 5
- ▲ analyze issues
- ▲ take/defend/evaluate positions on attitudes

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Diane Hobdan, Donald Mion
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Grade 12

The ability to analyze a public policy issue is critical to good citizenship. To be truly informed on an issue and to make knowledgeable decisions about it requires knowledge of multiple viewpoints, individuals, and past and proposed legislation. Furthermore, electronically accessing information allows for expansion of knowledge to include databases, information retrieval systems, and other library and museum resources throughout the world.

What Students Do:

- Select and analyze a public policy issue.
- Create a hot list of web sites that have been explored and investigated as a result of a web search on the Internet. The list must include the accurate web address, a brief description of each web site explaining why it is useful and/or for what it is used, a list of email addresses, and at least one contact.
- Access two different viewpoints on the issue via CD ROM. Submit a hard copy of these sources with a brief description of why the source was or was not useful.

- Locate information through traditional/print methods including textbook searching, magazine articles, first-person interviews, television reports, newspapers, microfilm, or other sources. Obtain two viewpoints from the above sources, one in favor of the topic position and one opposed to the topic/position.
- Create a journal in which students reflect upon the search process citing searches and resources they found useful and productive and those they found to be frustrating and difficult. The journal must indicate the reasons for success or failure of a particular search and offer evidence of substantial time on task.
- Produce a group *Hot Issue Newsletter* containing the following:
  - a list of useful web sties and e-mail addresses
  - a summary of positions on all sides of the issue
  - a list of key individuals involved in the issue
  - two visuals, one of which is a political cartoon, the other a student created graphic representation
  - information incorporated from previous stations.

Dewey or Truman 1948, Environmental Bond Act Pass or not 1996

Albany - In 1948, Truman went to bed thinking he was the loser. In the morning he was the President. Forty eight years later, when New Yorkers looked at the election results one last time Tuesday night before going to bed, they thought the bond act was defeated. The reason was, with 73% of the polls reporting, the bond measure was losing by 8 points. The next morning many New Yorkers awoke to surprising news, the bond won with 56% of the vote.

How could this dramatic change happen? On Tuesday night most of the precinct reporting were from upstate New York. When the New York city precincts finally tallied their votes, the upstate landslide in defeat changed to a downstate landslide in approval.

It wasn't surprising that New York city voters wanted this passed, while upstate New Yorkers wanted it defeated. It has been suggested that 1.3 billion, or 77 percent, of the money could conceivably go to New York City projects.

Actually, specific projects aren't detailed in the bond act legislation. Now that New York voters approved the borrowing, eligible projects will have to compete for funding, and they'll be reviewed by technical experts in state environmental and park agencies.

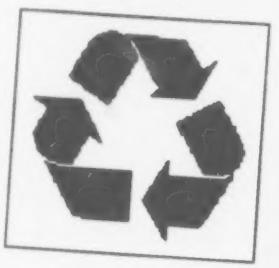
Editorial

It is about time that the voters got a chance to decided if they want to fund an environmental project or not. New York does need to spend more money on the environment. If not, the future of this state will be grim.

The Bond Act will provide funding for much needed clean water, clean air, land conservation and waste site cleanup activities. It will improve drinking water facilities, solid wastes areas, and encourage environmentally sound technologies.

The money New Yorkers pay for this act will be used for the enjoyment and future of all. Most money that is paid in taxes aren+t always paid back directly to the taxpayer, but this act is different. Every person will be paid back Whenever they walk through a cleaner park, drink water, fish, swim, or breath.

The people who are complaining about this Bond act should think about how much they enjoy the environmental before they open their mouths.



- Individually produce a position letter following the format of the National Issues Forum and send it via e-mail to one or more of the following:
  - elected public officials
  - editors of news periodicals
  - corporate leaders.
- Function effectively as a cooperative work group.

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Tony

The Editor Speaks

The time has come to determine what is more important: the obese funding of the defense industry, which swallows massive amounts of capital with no visible product or additional funding for environmental preservation and protection, currently undefended and undersurpported by those who stand in a position to lend their support.

Whi le it is possible to ignore any political issue for an extended period of time, until it becomes a rallying cry for an unknown group, the environment must cease to be a political issue and become strictly a matter of common sense.

It is uncomprehendable to imagine that anyone would not favor increased funding for a cause so benevolent as the environment, and while the Clean Water, Clean Air Bond Act recently proposed in New York State passed by a fair margin, it was still widely protested by groups of mostly middle and upper class citizens, who have children whom will reap the harvest of their parent's greed. The bond act means an additional $3.25 per tax payer, per year for the next 20 years. For the price of a cup of coffee and a donut the citizens of NYS could improve their environment on a grand scale.

As a member of the Nature Conservancy I heartily believe in increased funding of the environment. I find it hard to believe that a general apathy for the environment can be the universal feeling of the public majority. Unless the current level of funding is increased the environment is in most certain danger of destruction by industrial landfills, suburban sprall and the American tendency toward disposable goods. We must act now or it will soon be to late.

Learner Outcomes:

- to recognize key issues in public policy debates, examine all sides, and defend positions on the issues
- to become knowledgeable and competent in the tools of the electronic work place, including electronic mail, CD ROM, and on-line services
- to enhance skills relative to data collection through the use of online resources, CD ROM, e-mail, print resources, interviews, and speakers
- to organize, analyze, and interpret data collected into a newsletter informing classmates about the multiple aspects of an issue

- to work effectively as a cooperative group.
- to take action on an issue by writing a letter to involved individuals and agencies explaining one's position and, where appropriate, prescribing a specific response.

Groups will be created to study a public policy issue. Each group will be required to use a variety of sources, both electronic and traditional print, to analyze a public policy issue. Class time and time after school will be utilized to collect information on the issue through the use of online services, e-mail, CD ROM information banks, print resources, interviews, and speakers. Each individual student will be required to keep a journal that reflects upon their successes and difficulties when engaged in electronic searching. The following represent the objectives for each search section:

Online Objectives

1. Create a Hot List that pertains to your issue. This Hot List is a list of web sites that you have explored and investigated as a result of your web search on the Internet.
2. Each Hot List must contain:

   a list of web sites' accurate addresses

   a brief description of each web site explaining why it is useful and/or what it is used for, a list of e-mail addresses, and at least one contact.

CD ROM Objectives

1. Using CD ROM sources, locate information on your project. Obtain two different viewpoints on your issue.
2. Submit a hard copy of any information you accessed via CD-ROM with a brief description of whether the source was useful or not and reasons why it was or was not useful.

Speaker Presentation Group Objectives

1. Choose an issue or topic. Find resource persons or organizations related to the issue. Include name, address, and phone number.
2. Group must find speakers who represent views on a particular side of an issue. Two such speakers must be contacted in order to present their viewpoint to the class at large. Speakers may be contacted via letter, phone, or email.
3. All issues and speakers must meet the approval of instructor prior to any arrangements being made. A speaker request form must be approved by the social studies supervisor, Mr. Corr.
4. A directory must be kept by group of persons or organizations contacted.
5. An outline of topics or subtopics must be prepared to address points of interest the group wants speakers to address. This should be typed in standard form and presented to class for discussion.
6. Compile a list of e-mail addresses of speakers on both sides of the issue.

Traditional/Print Objectives

1. Locate information on your project by using the following methods: textbook searches, magazine articles, first-person interviews, television reports, newspapers, microfilm, etc.
2. From TWO of the above sources, obtain TWO viewpoints, ONE in favor of your topic/position and ONE in opposition to your topic/position.

3. Then, submit from your group to your teacher for inspection the hard copy of the item(s) that have been researched using traditional search methods.

Groups will then be required to produce a *Hot Issue Newsletter* containing the:

- a hot list of useful web sites and e-mail addresses
- a summary of positions on all sides of the issue
- a list of key individuals involved in the issue
- two visuals, one of which is a political cartoon, the other a student created graphic representation
- information incorporated from previous stations.

After the newsletter has been completed, each individual student is to produce a position letter. This letter should follow the format of the National Issues Forum and should be sent via e-mail to one or more of the following:

- elected public officials
- editors of news periodicals
- corporate leaders

Assessment

ASSESSMENT

The completed project will be evaluated using a rubric (scoring guide) to measure four components in varying amounts. You must complete all four components of the project for it to be accepted. The following is a list of the project components and their grading value:

REFLECTIVE JOURNAL RUBRIC

EXEMPLARY	PROFICIENT	SATISFACTORY	NEEDS IMPROVEMENT	UNACCEPTABLE
•A thorough and complete listing of resources is given using proper citation as specified in the Shaker High School Guide to Research.	•A thorough and complete listing of resources is given using proper citation as specified in the Shaker High School Guide to Research.	•Listing of most resources is given with few errors in citation.	•Listing of resources is incomplete and/or contains significant errors in citation.	•Fails to list the resources used in the search.
•Reflective commentary includes an evaluation of all resources with specific reasons offered as to the usefulness or lack of usefulness of each specific resource.	•Reflective commentary includes an evaluation of resources with specific reasons offered as to the usefulness or lack of usefulness of most specific resources.	•Reflective commentary includes some evaluation of resources with some specifics offered as to usefulness or lack of usefulness of resources.	•Reflective commentary merely summarizes content of resources. Little or no evaluation offered.	Little or no reflective commentary.
•Evidence of outstanding effort and time on task.	•Evidence of substantial effort and time on task.	•Evidence of satisfactory effort and time on task.	•Evidence of inconsistent effort and time on task.	•Evidence of minimal or no effort. Attention to task is infrequent or nonexistent.

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POINT BREAKDOWNS

Reflective Journal 20%	Exemplary Proficient Satisfactory Needs Improvement Unsatisfactory	18-20 points 16-17 points 14-15 points 12-13 points Below 11 points
	TOTAL:	
Letter 10%	Exemplary Proficient Satisfactory Needs Improvement Unsatisfactory	9-10 points 8 points 7 points 6 points Below 6 points
	TOTAL:	
Group Process 20%	Exemplary Proficient Satisfactory Needs Improvement Satisfactory	18-20 points 16-17 points 14-15 points 12-13 points Below 11 points
	TOTAL:	
Newsletter 50%	Exemplary Proficient Satisfactory Needs Improvement Unsatisfactory	47-50 points 42-44 points 37-39 points 33-35 points Below 32
	TOTAL:	

FINAL MARK: _____

Letter Rubric

	OUTSTANDING	COMMENDABLE	COMPETENT	NEEDS IMPROVEMENT	UNACCEPTABLE
QUALITY OF INFORMATION	*Accurate information *Uses 2 or more specific examples *demonstrates a clear understanding of the issue	*Accurate information **Uses at least 2 specific examples *Demonstrates an understanding of the issue	*Generally accurate information *Uses 1 example *Demonstrates a general understanding of the issue	*Generally inaccurate information *Uses no example *Has a vague understanding of the issue	*Inaccurate information *No example *Has little or no understanding of the issue
ORGANIZATION AND STYLE	*Letter is clear and concise yet thoughtfully presented *Writer makes his/her point while remaining polite and complimentary	*Letter is clear and concise *Point is made in a polite manner	*Letter is generally to the point *Tone of the letter is generally polite	*Letter is unclear and poorly put together *Letter is neither polite nor impolite	*Letter is wordy and/or vague and poorly put together *Letter is not courteous
ACCURACY	*Grammatically perfect *No spelling errors *Format is followed perfectly	*Few, if any, grammatical errors *Few, if any, spelling errors *Format is followed perfectly	*No serious errors in grammar *No serious errors in spelling *Format is generally followed	*Basic grammar needs improvement *Basic spelling needs improvement *Format is partially followed	*Many grammatical errors *Many spelling errors *Format is disregarded

GROUP PROCESS RUBRIC

EXEMPLARY	PROFICIENT	SATISFACTORY	NEEDS IMPROVEMENT	UNACCEPTABLE
•all students enthusiastically participate	•almost all students actively participate	•some ability to participate	•strong reliance on one or two spokespersons	•exclusive reliance on one spokesperson
•students reflect awareness of others' views and opinions	•students reflect awareness of others' views and opinions	•students generally reflect awareness of others' views and opinions	•students reflect some effort to reflect others' views and opinions	•students reflect little or no effort to reflect others' views and opinions
•consistent preparedness of notes, discussion, and evidence of planning	•consistent preparedness of notes, discussion, and evidence of planning	•generally prepared	•inconsistent preparedness	•consistently unprepared

NEWSLETTER RUBRIC

EXEMPLARY	PROFICIENT	SATISFACTORY	NEEDS IMPROVEMENT	UNACCEPTABLE
•All for components are present.	•All four components are present.	•All four components are present.	•Missing one of the four project components.	•Missing more than one component of the project.
•"Hot List" clearly and concisely provides useful and accurate information.	•"Hot List" provides useful and accurate information.	•"Hot List" provides useful and accurate information.	•"Hot List" provides some useful information. May contain errors.	"Hot List" fails to provide useful information.
•Summary thoroughly, specifically and accurately discusses both sides of the issue and identifies the key individuals involved in the issue.	•Summary includes mostly specific information. Both sides of the issue are clearly discussed. However, one side may not be discussed as thoroughly, specifically or clearly as the other.	•Summary is a general discussion of the issues and individuals involved. May lack specifics on one or both sides of the issue.	•Fails to address one side of the issue.	•Summary fails to discuss the issue in any meaningful manner.
•Graphics are clear and enhance the reader's understanding of the issue. Attention to presentation is evident.	•Graphics are related to the topic. Attention to presentation evident.	•Graphics are generally related to the topic. Some attention to presentation.	•Graphics are remotely reflective of the issue. Little attention to presentation.	•Graphics fail to reflect the issue. No attention to presentation.

REFLECTION

As a group product, there existed opportunities to demonstrate multiple intelligences. For example, students were required to search and arrange for speakers as an effective group. (interpersonal). The requirement of producing a graphic appealed to the visual/motor domain. Students were accorded the opportunity to demonstrate what they can do and know in an arena other than "on demand" traditional pencil and paper exam.

REFLECTION:

Social Studies

Resource Guide

PART II.6

World War I: Learning Stations Project.....2

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

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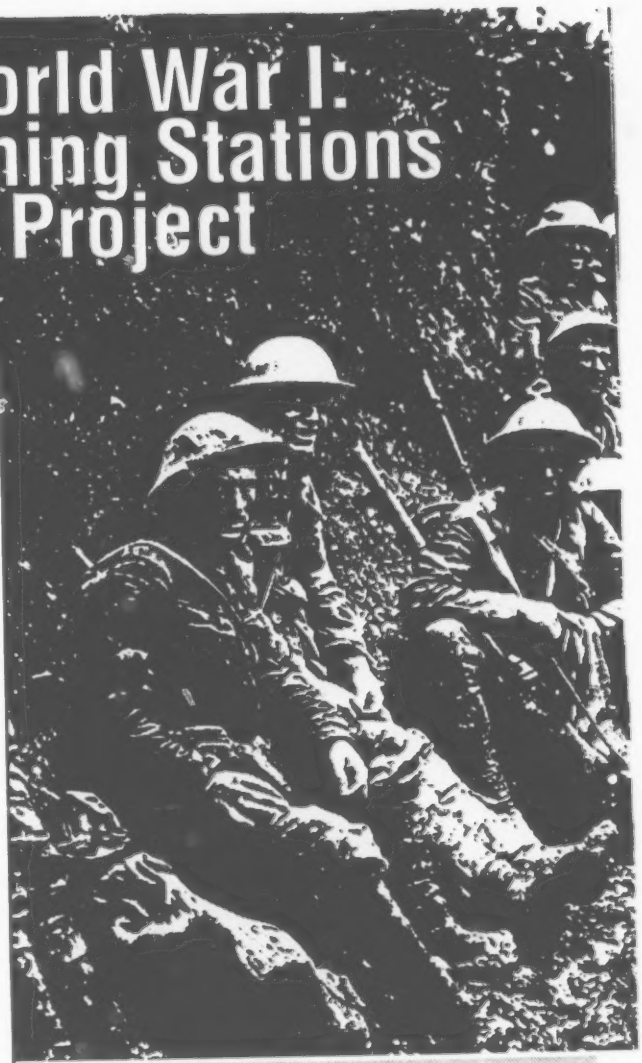
http://www.nysed.gov

COMMENCEMENT

Standards & Performance Indicators

World War I: Learning Stations Project



SS 1

- ▲ involvement in foreign affairs
- ▲ values and foreign policies

SS 2

- ▲ analyze historic events around world
- ▲ patterns/relationships/interactions
- ▲ analyze changing/competing interpretations
- ▲ analyze evidence critically
- ▲ investigate key events/turning points
- ▲ roles/contributions of individuals/groups
- ▲ norms and values of Western/other cultures
- ▲ identify historical problems
- ▲ interpret/analyze documents/artifacts

SS 3

- ▲ forces influence division and control of Earth's surface
- ▲ technological change affects people, places, and regions

NOTE: Students often ignore the power of smell when they "enter" the poster/placard.

Brian Kohrt

Pittsford Central School District

55 Sutherland Street

Pittsford, New York 14534

(716) 381-9940

FAX (716) 381-8546

Grade 10

The project is an interactive project format using historical maps, photos, data, and first person accounts of historical events, periods or social studies concepts. It was developed to help teach students World

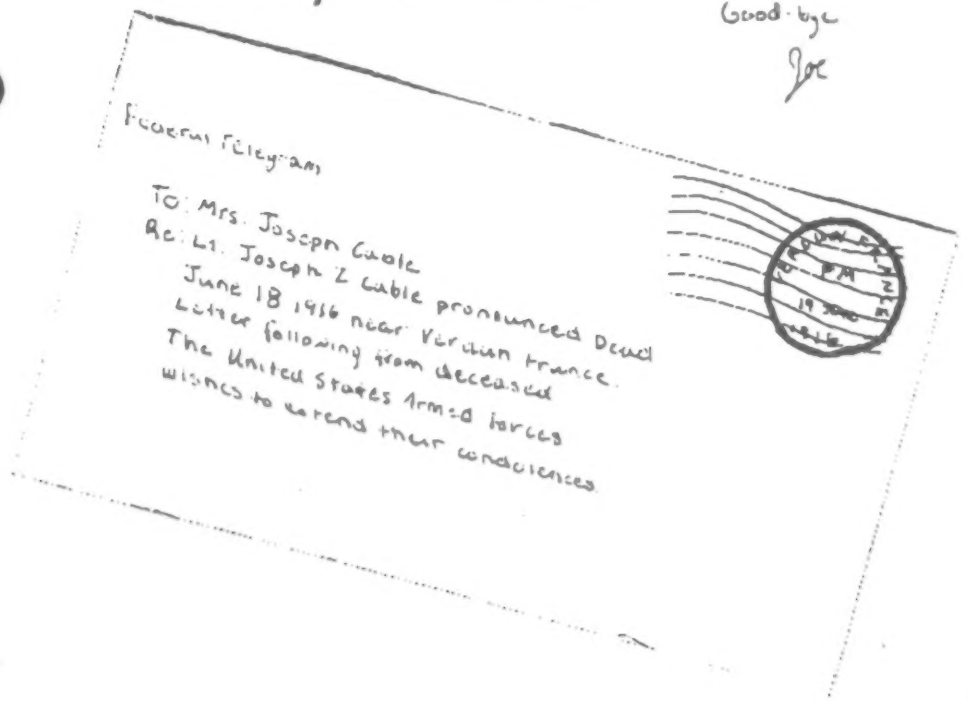
War I, with depth and emotional attachment to the topic. This activity was designed to help students utilize a variety of first person print and text-b..ed documents.

Isabelle,

It has come, it is the zero hour. The command was relayed to me 10 minutes ago. Isabelle, we go over the top in 51 minutes and I do not believe that I'll come back. What am I doing here in this hole giving up my life for something I no longer believe in? I smoked my last cigarette a moment ago and reread your last letter. Sara is growing so beautiful, when she is old enough to understand tell her I loved her, tell her that her father loved her very much. The guys around me say I should write a Will but just the mention of it makes me shutter. All I will say is that it is yours Isabelle, everything I own. Once you read this look inside my account book, there's an extra account at the bank with enough money in it to keep you and our daughter comfortable for a while. Oh god, what I wouldn't give to see you once more, to meet my own daughter and to watch her grow up. Isabelle, it's time

Good-bye

Joe


Federal Telegram
TO: Mrs. Joseph Cuole
Re: Lt. Joseph Z Cuole pronounced Dead
June 18 1916 near Verdun France.
Letter following from deceased
The United States Armed forces
wishes to extend their condolences.

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January 1918
Western Front

I, John Doe, write this journal entry in what may be my last moments alive. I don't know why I volunteered to go into the service. I just remember seeing British propaganda posters and mailing to help the desperate citizens in Belgium and all of Europe. I felt a strong sense of duty and purpose entering the army, but I had no idea that I would end up here, in this wasteland of casualties and weaponry. Out of our periscopes, there is nothing but barbed wire and trenches as far as the eye can see. No man's land is dotted with land mines and wastage that corpsmen haven't removed yet. Wastage, a word used to describe casualties, implies that the soldiers who died in battle wasted their lives. As an American and as a soldier I resent that word. Three of my mates have died going over the top and perhaps I soon will too. I hope I will be remembered as more than a casualty, I hope that I am remembered as a person. I hope that my mother, my father and my little sister remember me as the ambitious young man that I was, a young man who wanted to make a difference by helping his country win a war and bring order to a violent Europe. As I sit in this muddy, rat infested dugout, although I am weak from exhaustion and gangrene, I have a vision of a better future. I have faith that with the combined strength of the allied forces and with the leadership of Woodrow Wilson, the Germans will be stopped and peace will prevail. I begin to prepare myself for battle as the other men wake up and take their positions, waiting for the order to move out of the trench. Tension fills the air and soldiers tell each other last minute thoughts and hopes. Asking one of my mates to put this journal with the last will and testament in the trench knapsack, I close my eyes and climb up onto the firestep. My body feels tense with fear, but my mind is calm with my thoughts of the future. I envision a safe and happy return to the U. S. and my family. (Then, all at once, zero hour is over. I finish writing these last words and go over the top.)

Changed perspective from the person to an observer. Delete or alter, depending on character (present tense)

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The teacher:

- prepares subject posters/placards
- creates or copies a basic historical paragraph which discusses the topic to which the pictures belong
- includes a first person description and/or quote of the chosen event
- highlights key words from captions and paragraphs for students to define.

The students:

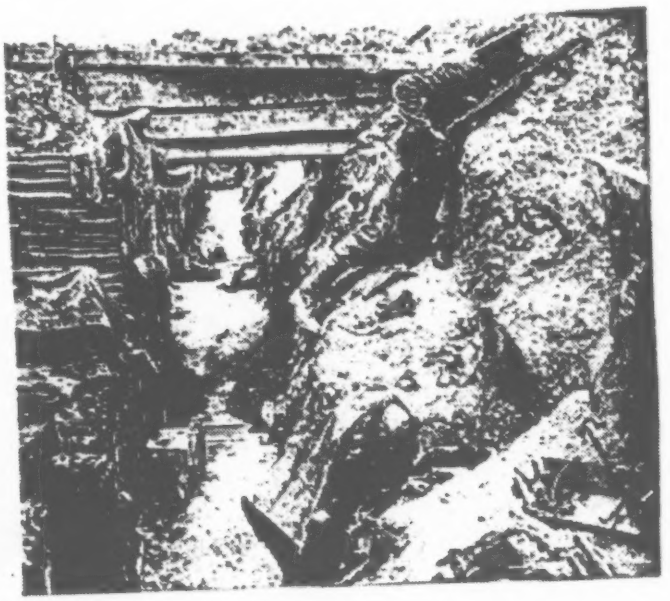
- work in groups on each poster or placard for 15-20 minutes
- rotate to the next poster or placard in a series.

Brainstorm: students "enter" the picture and describe what they would see, hear, smell, and feel physically and emotionally. Answers/ideas are nouns or adjectives to be used later in writing assignments.
Notes: students take relevant notes.
Definitions: students copy highlighted words from each poster/placard and look up appropriate definition in dictionary or textbook glossary.
Summary: students write 4-5 sentences in their own words about what they learned from each poster/placard that they had not known before.

WW I - Learning Station Project

Front - Card # 3

"Over the Top!"



(at left) Canadian soldiers in gas masks, fix their bayonets and prepare to go ***"over the top"***, the trench soldier's term for climbing out of the trench to attack the enemy across ***no man's land*** -- the area between the trenches. Due to heavy machine gun fire, going over the top meant almost certain death for many soldiers. (1916)

(above) A British soldier is waiting for the signal to go over the top. This period of waiting, usually the toughest part, was known as ***"zero hour"***. "Zero Hour", was often a soldier's last few minutes alive. Many would write letters home to loved ones, pray, write wills, or smoke what might become their last cigarette. (Somme, France: 1916)

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WW I - Learning Station Project

"Over the Top!"

Back - Card # 3

"We wake up in the middle of the night. The earth booms. Heavy fire is falling on us. We crouch into corners. We distinguish shells of every caliber. The dug-out heaves, the night roars and flashes." "Suddenly the nearer explosions cease. The shelling continues but it has lifted and falls behind us, our trench is free. We seize the hand grenades, pitch them out in front of the dug-out and jump after them. The bombardment has stopped and a heavy barrage now falls behind us. The attack has come."

The following description of life in the trenches and the anxiety of zero hour was described here by a young German soldier in the novel ***All Quiet on the Western Front*** by Erich Maria Remarque.

By the end of 1914, the Western Trenches stretched from Switzerland to the French coast of the English Channel. These trenches, although not completely connected, were begun as the early wars of maneuver between the French and Germans wound down and a **stalemate** was imminent. For the Germans, "digging-in" meant not being pushed out of the lands they had gained and for the French and Allies, not losing any more territory to the invading "Huns". At first, the trenches began as little more than scraped-out holes, but as the fighting dragged-on they gradually became more elaborate, complex and impenetrable.

"Men could not sustain a war of such magnitude and pain without hope -- the hope that its very enormity would ensure that it could never happen again and the hope that when somehow it had been fought through to a resolution, the foundations of a better-ordered world would have been laid. Like the shimmering vision ... the mirage of a better world glimmered beyond the shell-pitted wastes and leafless stumps that had once been green fields and waving poplars. Nothing less could give dignity or sense to monstrous offensives in which thousands and hundreds of thousands were killed to gain ten yards and exchange one wet-bottomed trench for another."

-- The Guns of August, **Barbara Tuchman**

(above) British soldiers await a passing barrage and the signal to go "over the top" -- Battle of the Somme, France 1916

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ASSESSMENT

a) Teacher circulates from group to group providing encouragement and suggestions. During this time, review the brainstormed information the students have written for each topic.

b) At the end of each class ask one student from each group to summarize what the group has learned from the poster/placard.

c) Alternatives:

- Students might wish to perform a skit, interview, video newscast, role play, design a propaganda poster, or do another first person style assessment project.
- Students may wish to create their own original "topic card" on a subject of special interest to them.

World War I : Learning Stations : Writing Assignment : Rubric: (60 pts. ÷ 10 (4 worksheets × 10pts) = 100 total

BASICS: 20 - 16	**15 - 14**	**13 - 10**	**9 - 6**	**5 - 0**
20 - 19 Assignment used some form of all of the vocabulary words from the worksheet for this card. Project meets the assigned minimum length.	- Assignment used some form of most of the vocabulary words from the worksheet for this card. - Project nearly met the assigned minimum length.	- Assignment used a form of some of the vocabulary words from the worksheet for this card. - Project attempts to meet the assigned minimum length.	- Assignment used few of the vocabulary words from the worksheet. Project did not attempt to meet the assigned minimum length.	- Assignment used none of the vocabulary words from the worksheet. - Project made little or no attempt to meet the assigned minimum length.
NEATNESS: 10 pts.	**9 - 7**	**6 - 5**	**4 - 3**	**2 - 0**
10 - 9 - Assignment is neat and legible. - Spelling and grammar are correct and appropriate. Assignment format is correct and appropriate for the chosen topic, i.e. *Formal Letter, News Story, Journal Entry, Informal Letter* forms, etc.	- Assignment is most neat and legible. - Spelling and grammar are mostly correct and appropriate. - Assignment format is mostly correct and appropriate for the chosen topic.	- Assignment is somewhat neat and legible. - Spelling and grammar are somewhat correct and appropriate. - Has guessed format or somewhat correct and appropriate for the chosen topic.	- Assignment is mostly sloppy and illegible, i.e. little attention given to quality. - Spelling and grammar are mostly incorrect. - Assignment format is mostly incorrect and/or inappropriate for the chosen topic.	- Assignment is very sloppy and illegible, i.e. no attention given to quality. - Spelling and grammar are almost totally incorrect. - Format is incorrect and/or inappropriate for topic, i.e. a news story was written when assigned formal letter.
CONTENT INFORMATION & DETAILS:	**35 - 31**	**30 - 16**	**15 - 11**	**10 - 0**
40 - 36 -Content information is correct and appropriate, i.e. what, who, when, where, how, why. Dates and locations of events for chosen topic are correct or appropriate, i.e. *Battle of the Marne, Sept. 13, 1914, i.e. Marne River region, France.* - Content / narrative is always accurate, appropriate, and relevant to the chosen topic. - Content is interesting, and uses appropriate details and adjectives, i.e. *sights, sounds, smells, emotions. i.e. letter is signed and a return address.*	-Content information is mostly correct and appropriate. - Dates and locations of events for chosen topic are mostly correct or appropriate, i.e. *Battle of the Marne Sept. 1914 i.e. Northern France* - Content / narrative is nearly always accurate, appropriate, and relevant to the chosen topic. -Content is interesting, and uses mostly appropriate details and adjectives.	-Content information is somewhat correct and appropriate. - Dates and locations of events for chosen topic are somewhat correct or appropriate, i.e. *Battle of the Marne, 1914, i.e. France.* - Content / narrative is somewhat accurate, appropriate and relevant to the chosen topic, i.e. some digressions. -Content is interesting, and uses some appropriate details and adjectives.	-Content information is mostly inaccurate and/or very inappropriate. - Name and locations of events for chosen topic are mostly inaccurate and/or inappropriate, i.e. *Battle of the Marne, 1915, i.e. Custom Homes.* - Content / narrative is mostly inaccurate, inappropriate, and/or irrelevant to the chosen topic, i.e. many digressions. -Content is somewhat uninteresting, and/or uses few appropriate details and adjectives.	-Content information is totally inaccurate and/or totally inappropriate. - Dates and locations of events for chosen topic are totally inaccurate and/or totally inappropriate, i.e. *Battle of the Marne, 1932 i.e. London, England* - Content / narrative is mostly inaccurate, totally inappropriate, and/or completely irrelevant to the chosen topic. -Content is uninteresting, and/or uses almost no details and/or adjectives.

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WWI: Writing Assignment: Grading Sheet:

• **Basics: 20 Points:**

___ **5 - Length**
___ **15 - Required Vocabulary:** *Use some form of all of the vocab. words from your worksheet for this card.*

• **Neatness: 10 Points:**

___ **5 - Neatness / Spelling / Grammar**
___ **5 - Structure:** *ex. Formal Letter, Journal Entry, Letter Home, News Story.*

• **Details / Information: 30 Points:**

___ **20 - Is the information accurate?** *Who, what, where, when, how, why.*
- Appropriate Date *ex. Battle of the Marne, September 13, 1914*
- Approp. Location *ex. French Trench"Champs Elysee", Marne River, France.*
___ **5 - Have you included adjectives?** *Sights. sounds, smells, feelings etc.*
___ **5 - Have you included details?** *If a letter, did you sign it? Return addresses? Names?*

___ **40 - Group Worksheets: 10 pts. each. x4**

_____ **·100 - Total Score:**

All assignments must have your name, the topic card # and the assignment letter, in pencil at the top of each page! ex. Mr. Kohrt, Tanks: #6a.

******* Attach This Sheet to Your Writing Assignment:*********

REFLECTION

Although the subject presented here is the First World War, the format of this project can be applied to a variety of subjects and historical concepts. Subjects which are emotional or controversial seem to hold student attention and produce the best projects.

Social Studies

Resource Guide

PART II.7

World War I: The Versailles Treaty 2

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

THE UNIVERSITY OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT

http://www.nysed.gov

COMMENCEMENT

Standards & Performance Indicators

SS 1

- ▲ involvement in foreign affairs
- ▲ values and foreign policies

SS 2

- ▲ analyze evidence critically
- ▲ importance of analyzing narratives from different times
- ▲ investigate key events/turning points
- ▲ roles/contributions of individuals/groups
- ▲ explain dynamics of cultural change
- ▲ norms and values of Western/other cultures
- ▲ identify historical problems
- ▲ interpret/analyze documents/artifacts
- ▲ historical research projects
- ▲ different interpretations of events/issues/developments

SS 3

- ▲ develop and use maps
- ▲ forces influence division and control of Earth's surface

SS 4

- ▲ basic economic concepts
- ▲ nature of scarcity
- ▲ economic decision making is global
- ▲ present economic information/conclusions

SS 5

- ▲ values of nation/international organizations affect human rights
- ▲ compare political systems
- ▲ prepare plan of action

WORLD WAR I: *The Versailles Treaty*

Students are encouraged to role play actual historical figures involved in the negotiations of their national delegation.

The purpose of this learning experience is to have students reenact the negotiations which led to the Treaty of Versailles at the conclusion of World War One.

Mark Rothman

Port Washington Union Free School District

Paul D. Schreiber High School

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Grade 11

Show the film *Versailles: The Lost Peace* to compare what actually happened with the views of the historians in the film with the students own experience acting as national negotiators for one of the nations.

Dr. Rothman A. P. European History

"Versailles the Lost Peace" Viewing Guide

1. What hypothesis does Eric Severeid present at the beginning of this film? Is it validated by the evidence he presents in the rest of the film?

2. What did President Wilson see as his "mission" when he left for the peace conference?

3. What were the goals and attitudes of the following men at the peace conference: Lloyd George; Clemenceau; Orlando?

4. Explain the role played by Col. House at the treaty negotiations. Why was it so significant? How did Col. House "betray" Pres. Wilson?

5. According to Dr. Weinstein, what might have been the effect of the influenza epidemic which struck Paris at this time? Specifically, what might have been the effect on Pres. Wilson?

6. Did Wilson's compromises and the apparent victory of Lloyd George and Clemenceau signal the failure of the treaty? Explain.

7. The Treaty of Versailles was signed on June 28, 1919. What was the situation in Germany at this time? Why was it significant?

8. According to Robin Winks, why was the Treaty of Versailles an early, indirect cause of World War II?

9. React to the gives put forth by George Kennan in this presentation. Do you agree or disagree with his view of the war? Explain.

10. Do you feel the treaty was too harsh or too lenient? Explain.

...in classes with a wide range of abilities, the numerous tasks associated with this learning experience can be distributed among students in each national delegation using the same process as in a cooperative learning lesson in which the teacher assigns roles within student groups. In this learning experience the roles could include: researcher, writer, map maker, and chart maker. The great variety of resources available on this topic can accommodate a wide range of learning styles.

Teacher

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1. Each student will join a national delegation. Each group of students will work together to develop specific negotiating policies, strategies, and materials.
2. When planning negotiating techniques, strategies, and materials, students write position papers and draw necessary maps.
3. During negotiations students are expected to represent their nations view in 1919.
4. Teacher will serve as the chief parliamentarian during formal negotiating sessions. Short recesses can be declared to facilitate greater student-to-student interaction.
5. Teacher will act as administrator for each negotiating session including accepting motions and facilitating discussion and votes.
6. At the end of formal negotiations, teacher will lead a debriefing session. This session includes an analysis of what their nation was able to gain, what their nation lost, their individual reactions to what took place, and whether they were able to avoid mistakes of the past.

This set of maps, which is part of the proposal of a United States' delegation for territorial settlements in Africa, demonstrates the student's understanding of some of the basic geopolitical realities of post World War I European powers and their colonial goals. The economic necessity of maintaining their empires produced the geographic necessity of expanding territorial control at the expense of Germany. Understanding geographic influences on history are combined with an understanding of the impact of political decisions on geographical boundaries.

This agenda composed by the French delegation demonstrates the students' understanding of that nation's obsession with punishing Germany at the Versailles negotiations. It also demonstrates the students' understanding of the historical forces at work in France in 1919 with respect to her economy, armed forces, colonial empire, and national honor. Students began to understand history with multiple perspectives.

Meredith
Susan
Jillian
Sarah
Stephanie

Official Agenda:

FRANCE

1.) Determination of Responsibility for the War:
- Serbia, Austria-Hungary, Germany should accept their responsibility for starting the war.
  - Serbia was responsible for the death of Archduke Ferdinand, drawing Austria-Hungary into the war
  - Germany was drawn into the war due to its alliance with Austria-Hungary
  - Germany attacked France through Belgium
- France would take no responsibility in starting the war, as we were forced to enter the war in self defense of Germany's unprovoked attack.

Germany said it would pay for Alsace which was originally Serbia.

2.) Economic Settlements & Adjustments Applied, Reparations
- Germany must pay France for damages through the reimbursement of their main war costs to France ~~we don't [illegible]~~ we will only [illegible] in monetary compensation
- Reparations are just, due to the measurements given in France and the damages done to our lands during the war. An addition [illegible] 5,000,000 French lives were lost in the war. French citizens demand [illegible] per annum.

3.) Territorial Settlements & Adjustments
- Recovery of Alsace Lorraine by France after the territory had been taken over by Germany in 1871.
- Any territory won by Germany during the war should be returned to their original owners, as Germany was a major culprit of the war.

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Group Directions

Each group will be responsible for preparing the following documents in writing:

a. assessing responsibility for the cause of the war
b. specific physical damages to their nation and expected compensation
c. specific goals for creating a working peace
d. national goals of self-interest, political and economic
e. maps indicating desired territorial settlements and adjustments.

Delegations:

United States
France
Great Britain
Italy
Germany [Germany was not at the actual negotiations, but including them makes this a much more exciting and creative exercise.]

Tasks:

1. Join delegations, assign tasks, and develop negotiating strategy
2. Research specific topics, formulate policies, and create maps
3. Begin negotiations in class
4. Begin informal negotiations outside of class
5. Negotiations end; Evaluation
6. Analysis and Evaluation of Negotiations
7. View *Versailles: The Lost Peace*
8. Review for exam.

Each class has its own chemistry and the teacher is the best judge of the time required to complete the goals associated with this unit.

Teacher

Rachel

Proposal: Economics and Politics

Overview of Objectives

The delegates of the United Kingdom do hereby propose that stratigies with goals of restoration, as aposed to collecting reparations and exacting punishment, be used when settling the issues dealing with the economy, debt, and compensations involving the cost of the war. A thriving economy is our first priority.

Debt and Trade Proposals- France and Italy:

During the course of World War I, the United Kingdom advanced a total of $8,695,000,000 to its allies. Of this total, $2,170,000,000 was advanced to the country of France and $2,065,000,000 was advanced to the country of Italy. On the Basis of eliminating reparations, the United Kingdom proposes the following:

1. Both Italy and France pay directly to the United Kingdom, in the form of money over the course of three years, 1/30 of the debts mentioned above. Therefore, for France the sum owed above would be reduced to $72,333,333 and for Italy the sum owed above would be reduced to $68,833,333.

2. Along with a payment of agreed upon sums, both Italy and France would lower their tarifs on British goods by 60% for a period of fifteen years.

3. The United Kingdom will in turn raise their tariffs on imports from France and Italy by a margin of 14%.

4. A discount of 3% will be issued by France and Italy on agricultural goods and food products such as grains, meat, and dairy products

This economic proposal from the students in the delegation of the United Kingdom reflects an understanding of the burden and potential dangers harsh reparations posed for the post-World War I world. It also demonstrates the student's ability to use economic decision making skills to deal with historical problems as well as undertaking historical analysis of a specific series of events and the consequences of those events.

Daniel
Zach
Marco

Economic Proposals

Fellow nations, let us come forth and reiterate the message that we have been stressing throughout this conference: we are very sorry for our role in this terrible conflict. We do concede that we have no allies among the group of nations that are presently here and this juncture. However, with the current policies that you have forced upon my country and the further sanctions that you will more than likely impose on us, we demand of you to take into consideration that the good people of Germany are suffering. There is a terrible famine all throughout Germany, all because of the blockade that you the "allied" nations have placed upon us, the good people of Germany.

Before the "Great War," we had a rapidly growing, striving economy. Since the war, our economy is now ruins due to the bombardment of the allies. Since the main objective of this conference is to discuss a plan in order to establish a peace, then why do the allied forces point a finger at us, and us solely? Our main objective as Germans is for us to hold on to our foreign interests, and hopefully restore our once prominent economy. We agree to reasonably compensate the allied forces for our role in this conflict, but we ask of the allies to help out the German economy by helping us restore our economy. Whether it is sending construction workers, or even taking a small sum of the indemnities that we will most likely owe you, we ask as a token of good will, that you help us out.

As a proud member of the new German government, which is a democratic one, I ask you to take into account the standards of democracy. As upholders of democracy, I believe that we should show the world that as civilized nations, we can live up to democratic standards. As a firm believer in democracy, I plead to you to help out the good people of Germany, who have suffered throughout this terrible conflict.

This economic proposal by Germany demonstrates the students' understanding of the unique position Germany would have been in with respect to the other nations had she attended the peace conference. It also demonstrates the student's ability to recognize the significance of the changes in the German government which took place at the end of the war. It demonstrates that the students' have gained an understanding of the issue and economic decision making from the German perspective.

ASSESSMENT

A) First hand observation of student delegation sessions held in class.

B) On-going notes taken during formal negotiation sessions held in class.

DR. ROTHMAN
A.P. EUROPEAN HISTORY
STUDENT EVALUATION FORM

NAME _____
DELEGATION _____
VERSAILLES TREATY NEGOTIATION

I. CLASS PARTICIPATION IN NEGOTIATIONS

DAY ONE	1	2	3	4	5	6	7	8	9	10
DAY TWO	1	2	3	4	5	6	7	8	9	10
DAY THREE	1	2	3	4	5	6	7	8	9	10

II. GROUP PARTICIPATION

DAY ONE	1	2	3	4	5	6	7	8	9	10
DAY TWO	1	2	3	4	5	6	7	8	9	10
DAY THREE	1	2	3	4	5	6	7	8	9	10

III. GROUP PRESENTATION

CHARTS, MAPS, VISUALS

1	2	3	4	5	6	7	8	9	10

GROUP INTERACTION

1 2 3 4 5 6 7 8 9 10

NEGOTIATIONS STRATEGIES AND TECHNIQUES

1 2 3 4 5 6 7 8 9 10

IV. INDIVIDUAL WRITTEN WORK

1 2 3 4 5 6 7 8 9 10

V. OVERALL COMMENTS

VI. GRADES

INDIVIDUAL GRADE _____

GROUP GRADE _____

D) Evaluation of student discussion based on the viewing guide for the film *Versailles: The Lost Peace* from the series *The Years Between the Wars*.

E) Student performance on short answer examination given at the end of the unit.

F) Evaluation of portfolios turned in by each national delegation containing all written work produced by the group including maps, position papers, negotiating strategies, class notes, charts, graphs, and posters.

REFLECTION

Students gain insight into subjects such as nationalism, diplomacy, international law and organization, economics, and geography by actually preparing policy statements in these areas for their delegation. The attainment of the goals contained in the Learning Standards becomes real and immediate rather than abstract.

Students quickly gain intellectual and emotional ownership over this learning experience as they interact with the members of their delegation and negotiate with the other delegations. While individual achievement is assessed, cooperation among the group is critical for the success of all.

I have successfully used this learning experience for many years. Many students who have come back after graduation have stated that for them this activity was the highlight of the course.

Social Studies

Resource Guide

PART III.1

Assessment Models 2

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

THE UNIVERSITY OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT

http://www.nysed.gov

Assessment Overview

The purpose of this chapter is to give the reader an overview of social studies assessment at local, State, national and international levels. Assessment as it is currently understood is an important dimension of the learning process and should be viewed as an episode of learning. Assessments at each level have a variety of purposes that include:

- measuring progress toward the attainment of State and national standards
- fulfilling diploma requirements
- influencing instruction
- providing accountability
- identifying students in need of remediation or additional support
- certifying student achievement
- providing information for the improvement of local programs

Most assessments focus upon one or possibly two of the listed purposes, but no single assessment, at whatever level, can successfully achieve all of these purposes. Multiple measures are needed in order to gain a rich and detailed picture of what students know and are able to do habitually over time.

New State social studies assessments will be developed at elementary, intermediate and commencement levels. There will be two Regents Examinations: Global History and United States History at the commencement level. The components of each of these new assessments will include:

- multiple-choice items to measure the scope of the social studies;
- constructed-response items to measure the application of basic social studies skills;
- thematic essays to measure student analytical thinking within the context of the social studies;
- document-based questions to measure critical analysis in social studies, and
- extended tasks to measure research skills, presentational skills, self-management skills, interpersonal skills, in other words all of those skills not readily measured by on-demand, paper and pencil tests.

Extended Tasks

Extended-tasks will be developed for elementary, intermediate, and commencement level assessments. In the case of the elementary and intermediate extended-tasks, components of the task will be incorporated into the on-demand assessments. For commencement level Regents, the extended-tasks will be prerequisites for sitting for the Regents but will not be included in the student's Regents score. Extended tasks:

- Are prerequisite for commencement level examinations, but not part of the test grade
- Measure what sit down examinations cannot test, including performance indicators for the social studies standards
- Provide flexibility for local school districts
- Model effective social studies learning
- Assess social studies content and skills
- Use State developed scoring rubric including levels of performance
- Require three to five days of instruction during the school year in which the examination is administered
- May be challenged more than once until student successfully completes.

Specific, 3-5 day, extended-task questions will be developed in the fall of 1997 and will be piloted in the spring of 1998. For the Global History and United States History Regents, the extended task is likely to be a research piece of a problem-solving activity, each part of which would have a library media dimension.

Elementary Level Assessment

Pilots for the new elementary test, to be administered at the middle of grade 5, will take place in late fall/early winter of the 1997/98 school year. All components of the test will be piloted, including a 2 or 3 class period, extended task. The content, skills and concepts of this test will be based upon the K-4 social studies scope and sequence. The mid-year administration will provide parents, teachers and administrators with an early indicator of student progress toward the achievement of the five social studies standards.

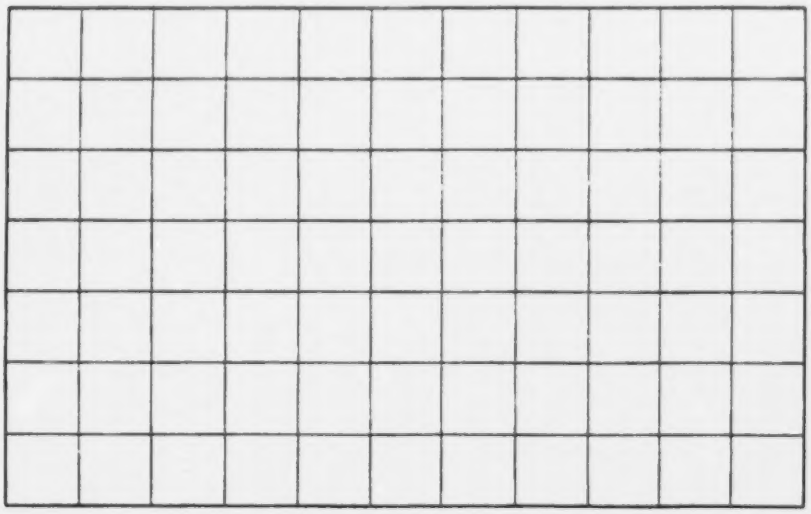
General Characteristics of the New Elementary and Intermediate Social Studies Assessments

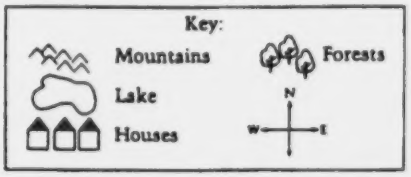
- Each assessment is based on the Social Studies Learning Standards, concepts, and themes
- The scope and sequence outlined in *the Social Studies Resource Guide* serves as the framework for the new Elementary and Intermediate assessments, and the test blueprints
- The components of the two tests will include: multiple-choice items; constructed-response items; document-based questions, and compositions
- Each assessment is designed to be an early indicator of how well students are meeting the social studies standards
- Neither of the two assessments is a program evaluation
- An extended task will be developed for each of the assessments

Geography Content Area: Space and Place

1) In the box below, draw a map of an island.

2) On the island, put in the following details:
   - Mountains along the west coast
   - A lake in the north
   - Houses along the east coast
   - Forests in the south Be sure to use the symbols shown in the key below. Use your colored pencils to help you draw the map.



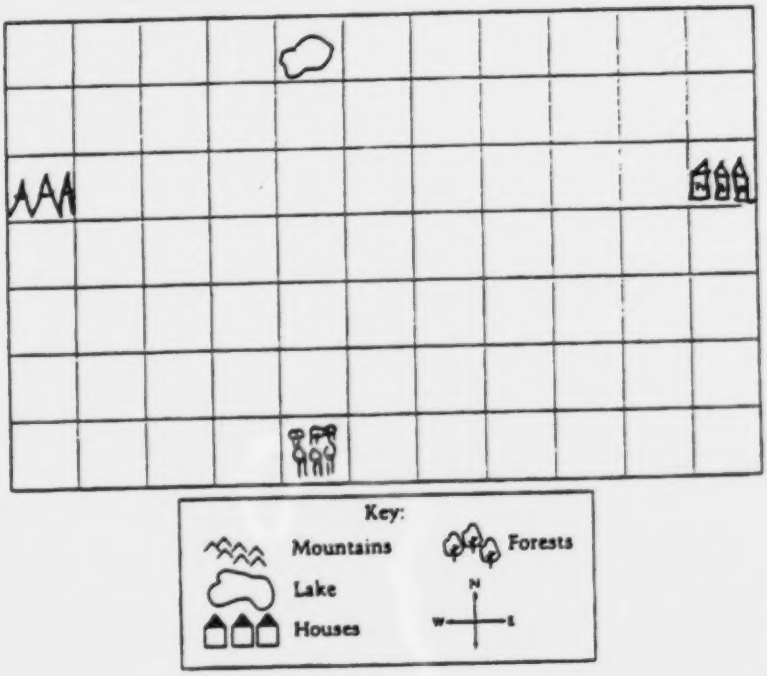


Grade 4	Percentage "Essential" or "Complete" Within Achievement Level Intervals			
Overall Percentage Essential or Complete	Below Basic 186 and below*	Basic 187-239*	Proficient 240-275*	Advanced 276 and above*
70 (1.5)	37 (3.0)	76 (2.0)	93 (2.1)	***

* NAEP geography composite scale range. *** Sample size insufficient to permit a reliable estimate. The standard errors of the estimated percentages appear in parenthesis. It can be said with 95-percent certainty that, for eath population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

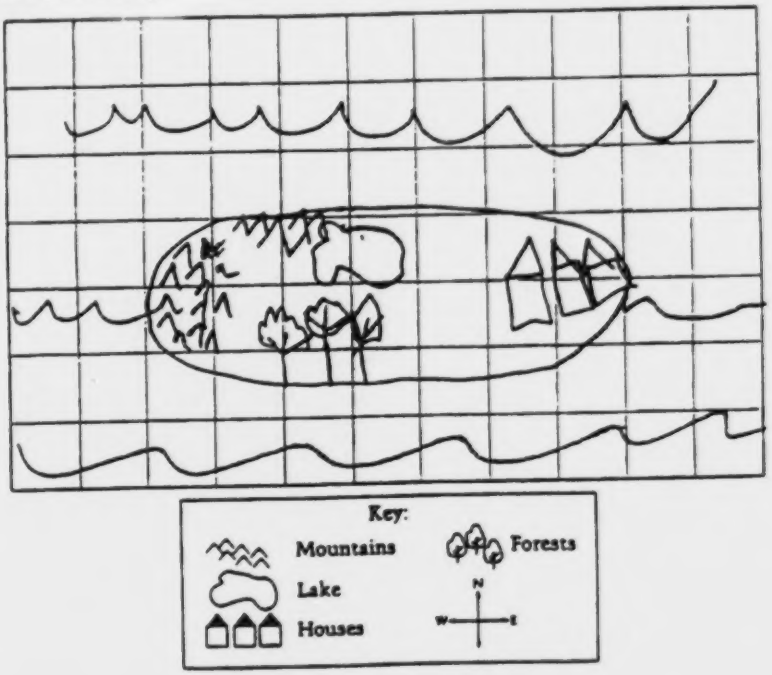
Source: Persky, Hilary R, Clyde M. Reese, Christine Y. O'Sullivan, Stephen Lazer, Jerry Moore, and Sharif Shakrani, *NAEP 1994 Geography Report Card: Findings From the National Assessment of Educational Progress.* U.S. Department of Education, Washington: DC, 1996.

Sample Response (Score of 3):



An Essential response (score of 3) correctly indicates three or four of the elements.

Sample Response (Score of 4):



A Complete response (score of 4) correctly indicates all the elements.

U.S. History Content Area

SS

1

U.S. HISTORY

Achievement levels

GRADE 4

BASIC (195)	PROFICIENT (243)	ADVANCED (276)
Fourth-grade students performing at the basic level should be able to identify and describe a few of the most familiar people, places, events, ideas, and documents in American history. They should be able to explain the reasons for celebrating most national holidays, have some familiarity with the geography of their own state and the United States, and be able to express in writing a few ideas about a familiar theme in American history.	Fourth-grade students performing at the proficient level should be able to identify, describe, and comment on the significance of many historical people, places, ideas, events, and documents. They should interpret information from a variety of sources, including texts, maps, pictures, and timelines. They should be able to construct a simple timeline from data. These students should recognize the role of invention and technological change in history. They should also recognize the ways in which geographic and environmental factors have influenced life and work.	Fourth-grade students performing at the advanced level should have a beginning understanding of the relationships between people, places, ideas, events, and documents. They should know where to look for information, including reference books, maps, local museums, interviews with family and neighbors, and other sources. They should be able to use historical themes to organize and interpret historical topics, and to incorporate insights from beyond the classroom into their understanding of history. These students should understand and explain the role of invention and technological change in history. They should also understand and explain the ways in which geographic and environmental factors have influenced life and work.

Source: Paul L. Williams, Stephen Lazer, Clyde M. Reese, and Peggy Carr, *NAEP 1994 U.S. History: A First Look*. U.S. Department of Education, Washington: DC, 1995.

Library of Congress

Study the picture above. Using the picture and your knowledge of history, identify TWO ways that Phillis Wheatley (1753-1784) was different from most slaves in the Amenican colonies.

1) _____

_____

2) _____

_____

An **Appropriate** response lists two valid reasons, which could include: that she could read and write; that her master freed her upon his death; that she was sent by her master to study abroad; that she wrote patriotic poems during the Revolution; that she lived in the North; that she was not beaten; that she was treated well; that she was famous; or that she had nice clothes.

A **Partial** response identifies one valid difference. If a second difference is cited, it is incorret, such as "she's sitting down."

Grade 4	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 195-242*	*Proficient* 243-275*	*Advanced* 276 and above*
12 (1.0)	14 (1.5)	19 (4.1)	**

Geography and Economics Content Areas

SS 3 GEOGRAPHY

SS 4 ECONOMICS

Grade 4- Social Studies Question 5

A coal company has discovered a lot of coal under a city park. The company wants to start mining the coal, but some members of the community object.

a. What are the advantages of letting the company mine the coal?
b. What are the disadvantages of letting the company mine the coal?
c. Would you vote to let the coal company mine the coal? Why or why not?

OPEN-RESPONSE 5 _____

Kentucky Instructional Results Information System. Kentucky Department of Education, 1993.

SCORING GUIDE

4	Student lists at least **two** economic advantages for allowing the coal company to mine the coal and at least **two** quality-of-life issues against, then states how he/she feels about the issue.
3	Student cites economic advantage(s) for allowing the coal company to mine the coal and quality-of-life issue(s) against (a total of **three**), then states how he/she feels about the issue.
2	Student bases the decision to allow a coal company to mine coal under a city park on economic advantages alone **OR** on quality-of-life issues alone.
1	Student response is confusing, trivial, or incomprehensible **OR** student misses the whole point.
0	Blank

ECONOMIC ADVANTAGES	QUALITY-OF-LIFE ISSUES
Jobs	Loss of park
Taxes	Disruption of community
Royalties	Noise and dust
Cheap energy source for the town	

EXAMPLES OF STUDENT RESPONSE* FOR EACH SCORING GUIDE LEVEL

4	A. A advantage is the city can get more money. The city would have more coal too. B. The disadvantages are the city would have one less park. There would be a lot of noise in that area too. C. I would vote to let the coal company mine the coal. With the money they got for the coal they could built five more parks. The city would have more coal to use. That is why I vote for the coal mines to mine the coal.
3	A. So that there would be some people getting jobs and it would be creating income. B. Will people still want the park and I don't blame them. C. NO! because the men can get another job somewhere else in stead of letting the whole city down by mining there park.
2	A. More coal means more prophet for the state. B. It would mean tearing up the park and kids would have no place to play. C. No, I wouldn't because I care about the park.
1	(a) the company has discovered a lot of coal under a city park. (b) Company wants to mine the coal, but some members say no (c) Yes, because you can be a millionaire, you can be rich with a coal mine.

*** Wherever typed student responses appear, student errors have not been corrected.**

6th Grade Social Studies Assessment
World History Content Area

SS

2

WORLD HISTORY

Directions: Pick Question A or Question B and follow the directions in the question.

The ancient Chinese philosopher Confucius taught that a woman's life should be organized around three "obedience's."

> ***As a girl, she must obey her father.***
> ***As a wife, she must obey her husband.***
> ***As a widow, she must obey her son.***

Courtesy of World Studies Program,
In Search of Our Past,
Berkeley Unified School District.

Write a short essay comparing the role of women in ancient China with the role of women in the United States today.

In your essay, you might

- tell in your own words what Confucius meant
- tell how the role of women in ancient China was different from the role of women in the United States today and how it was similar
- give some reasons for the differences and similarities.

California Assessment Program: New Directions in History-Social Science Assessment—History. . .A Journey Through Time. 1990.

Intermediate Level Assessments

The Intermediate Social Studies Design Team will meet in the fall of the 1997/98 school year to establish the blueprint for this new assessment and to determine the balance of the components. This assessment will be based upon the grades 7 and 8 scope and sequence. Like the new elementary social studies assessment, the Grade 8 social studies assessment will serve as an indicator of student progress toward the achievement of the standards. It will also serve as an interdisciplinary companion piece to the Grade 8 English Language Arts assessments. All components of this assessment will be piloted in the Spring of 1998.

Geography Content Area: Space and Place

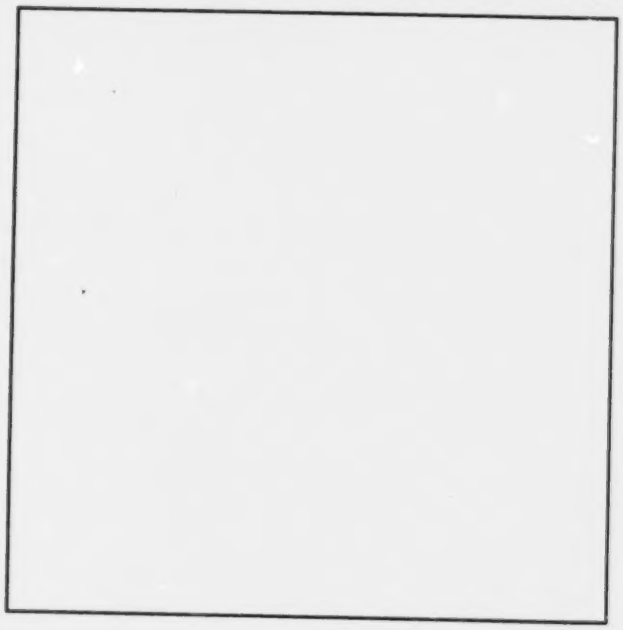
SS

3

GEOGRAPHY

After we anchored our ships in the ocean and went ashore to explore, we marched west. The forest was so thick we could only travel three miles in the first two days. Then we came to the mountains and climbed to the top. A rushing river flowed west out of the mountains. We continued to march two miles west and came down out of the mountains. Two miles further we came to the coast. It was obvious that the area we were exploring was an isthmus.

In the box below, draw a map of the region described above. Be sure to include all of the geographical elements mentioned in the description. Include a scale to indicate distances.



Grade 8	Percentage "Essential" or "Complete" Within Achievement Level Intervals			
Overall Percentage Essential or Complete	Below Basic 241 and below*	Basic 242-281*	Proficient 282-314*	Advanced 315 and above*
41 (1.3)	9 (2.0)	39 (2.4)	78 (3.4)	92 (4.8)

* NAEP geography composite scale range.
The standard errors of the estimated percentages appear in parenthesis. It can be said with 95-percent certainty that, for eath population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Source: Hilary R. Persky, Clyde M. Reese, Christine Y. O'Sullivan, Stephen Lazer, Jerry Moore, and Sharif Shakrani, *NAEP 1994 Geography Report Card: Findings From the National Assessment of Educational Progress.* U.S. Department of Education, Washington: DC, 1996.

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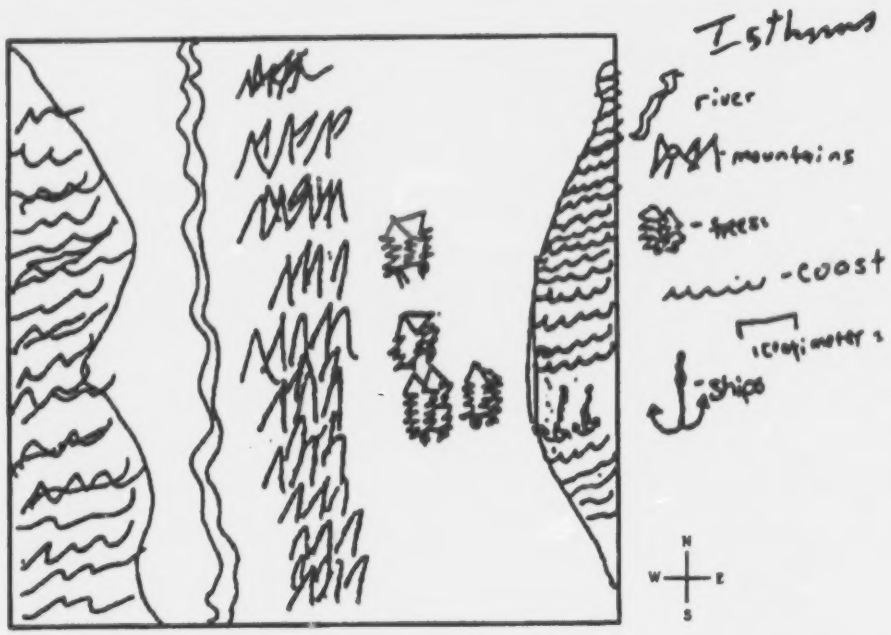
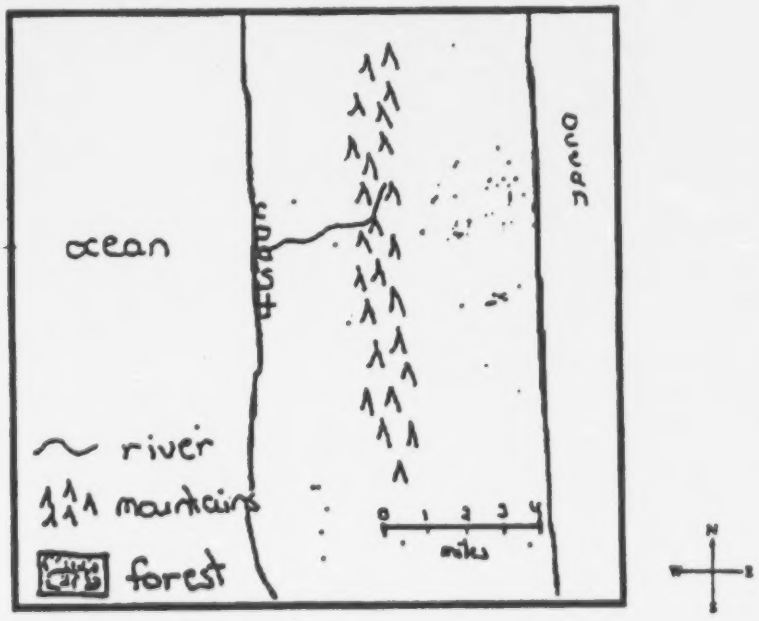
Sample Response (Score of 3):



An Essential response (score of 3) includes a map in which three elements are correctly placed. The response may be a peninsula or an island.

Sample Response (Score of 4):



A Complete response (score of 4) includes an accurate map in which at least four elements are correctly placed The response must be an isthmus and have direction of travel and river correctly indicated.

U.S. History Content Area

SS

1

U.S. HISTORY

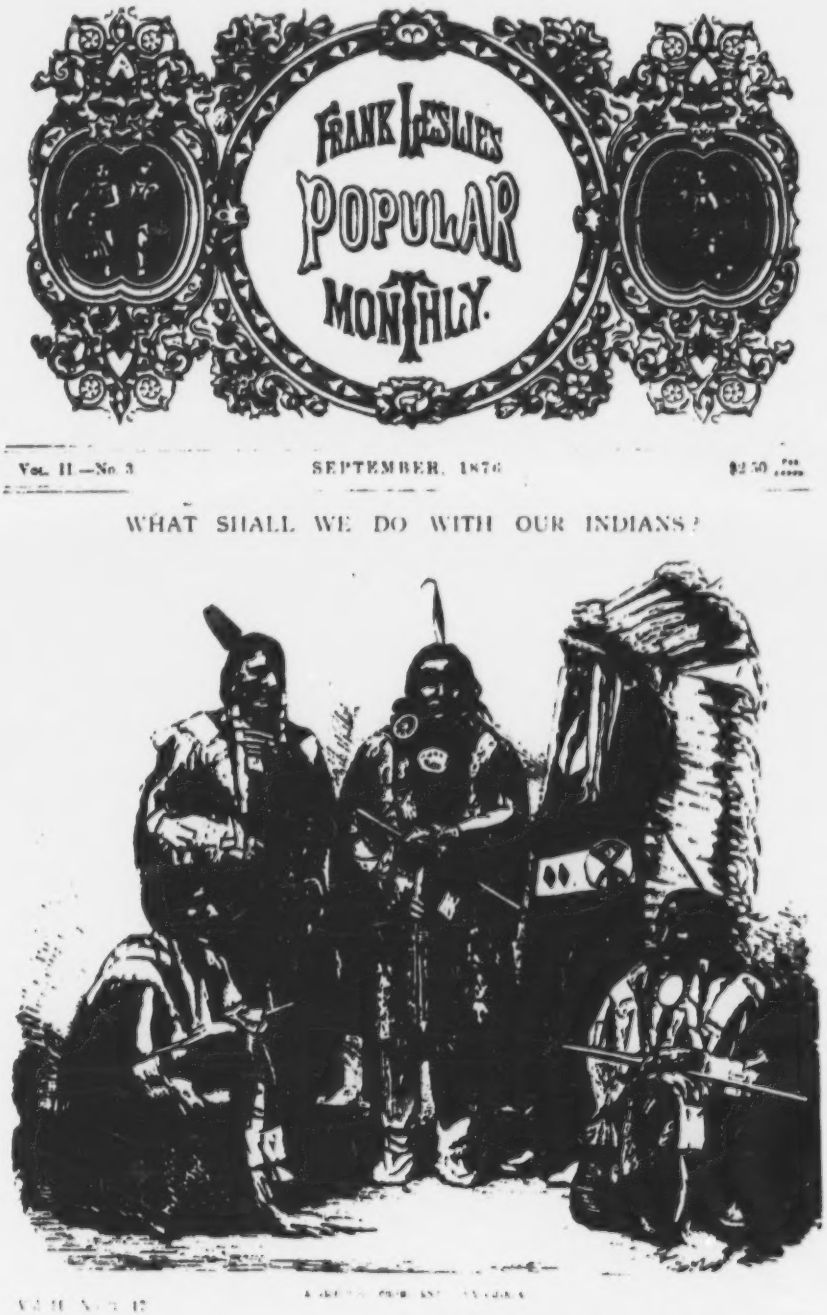
Achievement levels

GRADE 8

BASIC (252)	PROFICIENT (294)	ADVANCED (327)
Eighth-grade students performing at the basic level should be able to identify and place in context a range of historical people, places, events, ideas, and documents. They should be able to distinguish between primary and secondary sources. They should have a beginning understanding of the diversity of the American people and the ways in which people from a wide variety of national and cultural heritages have become part of a single nation. Eighth-grade students at the basic level should also have a beginning understanding of the fundamental political ideas and institutions of American life and their historical origins. They should be able to explain the significance of some major historical events.	Eighth-grade students performing at the proficient level should be able to explain the significance of people, places, events, ideas, and documents, and to recognize the connection between people and events within historical contexts. They should understand and be able to explain the opportunities, perspectives, and challenges associated with a diverse cultural population. They should incorporate geographic, technological, and other considerations in their understanding of events and should have knowledge of significant political ideas and institutions. They should be able to communicate ideas about historical themes while citing evidence from primary and secondary sources to support their conclusions.	Eighth-grade students performing at the advanced level should recognize significant themes and movements in history and begin to understand particular events in light of these themes and movements. They should have an awareness of continuity and change over time and be able to draw relevant analogies between past events and present-day situations. They should be able to frame questions about historical topics and use multiple sources to develop historical generalizations and interpretations. They should be able to explain the importance of historical themes, including some awareness of their political, social, and economic dimensions.

Source: Paul L. Williams, Stephen Lazer, Clyde M. Reese, and Peggy Carr, *NAEP 1994 U.S. History: A First Look*. U.S. Department of Education, Washington: DC, 1995.

The following question refers to the magazine cover below,



Philadelphia Museum of Art:
Purchased: Lola Downin Peck Fund

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

_____

_____

_____

What attitudes displayed toward American Indians by other American are suggested by this magazine cover?

_____

_____

_____

A complete response answers both parts of the question and provides specifics. It may, for example, discuss disputes about western lands and the issue of reservations versus assimilation.

An essential response answers both parts of the question although one part gives a general statement without providing any specifics. For instance the response may state that the issue is addressed on a magazine cover because "there were lots of arguments between the government and the Indians then"; or, the response may describe the attitudes of many other Americans by saying "they did not like the Sioux Indians."

A partial response correctly answers only one part of the question. It may give two answers that are not wrong but both are very vague.

Grade 8	Percentage "Essential" or Better within Achievement Level Intervals		
Overall Percentage Essential or Better	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
25 (1.2)	32 (2.0)	59 (4.4)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The percentage of students below Basic who successfully answered the question is not included in the table. However, these students are included in the overall percentage.
The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

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The following samples of student's responses were selected by the National Assessment Governing Board (NAGB) to be illustrative for the three achievement levels they established for the 1994 NAEP U.S. history assessment. The scoring guide presented was used in rating student's responses. The responses were not scored using the NAGB achievement levels descriptions as guides. Students within any of the three achievement levels would be expected to vary in terms of their performance on any given question. The sample responses presented were selected to illustrate what a typical student in a given achievement level was capable of producing.

BASIC - GRADE 8

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

They didn't like the Indians back then because they thought they bothered them and were wondering what they shall do with their Indians.

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

The Americans do not like the Indians and are wanting to get rid of them.

PROFICIENT - GRADE 8

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

The genocide of Indians while settlers enjoyed their New Land

What attitudes displayed toward American Indians by other American are suggested by this magazine cover?

That some people felt SORRY for the Native Americ

ADVANCED - GRADE 8

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

Indian uprisings and ambushes of frontier farmers army putting Indians on reserva

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

that they were less than human and far behind rest of the world and they were a nuisance to frontier... farmers and settlers and had to be put away on reservations

SS 1 U.S. HISTORY

SS 2 WORLD HISTORY

U.S. History and World History Content Area

Grade 8 - Social Studies Question 3

The passage below was adapted from the logbook (daily journal) kept by Christopher Columbus on his famous voyage. The excerpt covers two days after Columbus had reached land. Read it and answer the question that follows.

Friday, October 12. We waited a day and then reached a small island. When we landed, we saw very green trees, much water, and fruit of various kinds. I took possession of the island for the King and Queen of Spain.

Soon many inhabitants of the island assembled. I gave the island people many small gifts such as red caps and glass beads, which they hung around their necks *The gifts gave them much pleasure*. It was a marvel to see how friendly they became. Afterwards, they swam to the ships and brought us parrots, cotton thread in balls, spears, and many other things.

Some of them paint their faces, some their whole bodies, some only around their eyes, and some only their noses. *They do not know much about weapons*, for I showed them swords, and they took them by the blades and cut themselves. They have no iron. I believe that *they would easily be made Christians*, as it appears to me they have no religion.

Saturday, October 13. They came to the ship in small canoes made of tree trunks. They row them with a paddle, and they travel very fast.

I took the trouble to find out if there was gold on this land. I saw that some of them wore a small piece of gold hanging from a hole in the nose. I learned about an island to the south *where there is a king who has much gold*. They did not want to make the trip there, though.

Four conclusions from the logbook are:

1. The gifts gave them much pleasure.
2. They do not know much about weapons.
3. They would easily be made Christians.
4. There is a king who has much gold.

Describe the evidence Columbus had (or probably had) for each conclusion and explain why the evidence is strong or weak. (Strong evidence is very convincing evidence.)

Kentucky Instructional Results Information System. Kentucky Department of Education, 1993.

OPEN-RESPONSE 3 _____

SCORING GUIDE

4	Student discusses the evidence Columbus had for each conclusion and gives good explanation using evidence from text (knowledge of facts versus opinions) to explain if information is strong or weak.
3	Student discusses the evidence Columbus had for each conclusion and gives vague explanation of whether it is weak or strong evidence.
2	Student describes the evidence Columbus had for one to four of the conclusions and correctly explains why the evidence is strong or weak for one to three.
1	Student describes the evidence Columbus had for one to four of the conclusions only.
0	Blank

Evidence for Statement 1: • hung beads around necks • island people became friendly • swam to ships and brought cotton. parrots, spears, etc. Conclusion - STRONG Because returned to ship and gave gifts.	Evidence for Statement 2: • took sword by blade cut themselves • have no iron Conclusion - STRONG Obviously had no knowledge of European weapons if grabbed sword by wrong end
Evidence for Statement 3: • appear to have no religion Conclusion - WEAK Opinion only, does not really know or understand their culture	Evidence for Statement 4: • none - other than was translated to him Conclusion - WEAK May be legend or myth. Did not go to the island so no real evidence to tell if correct

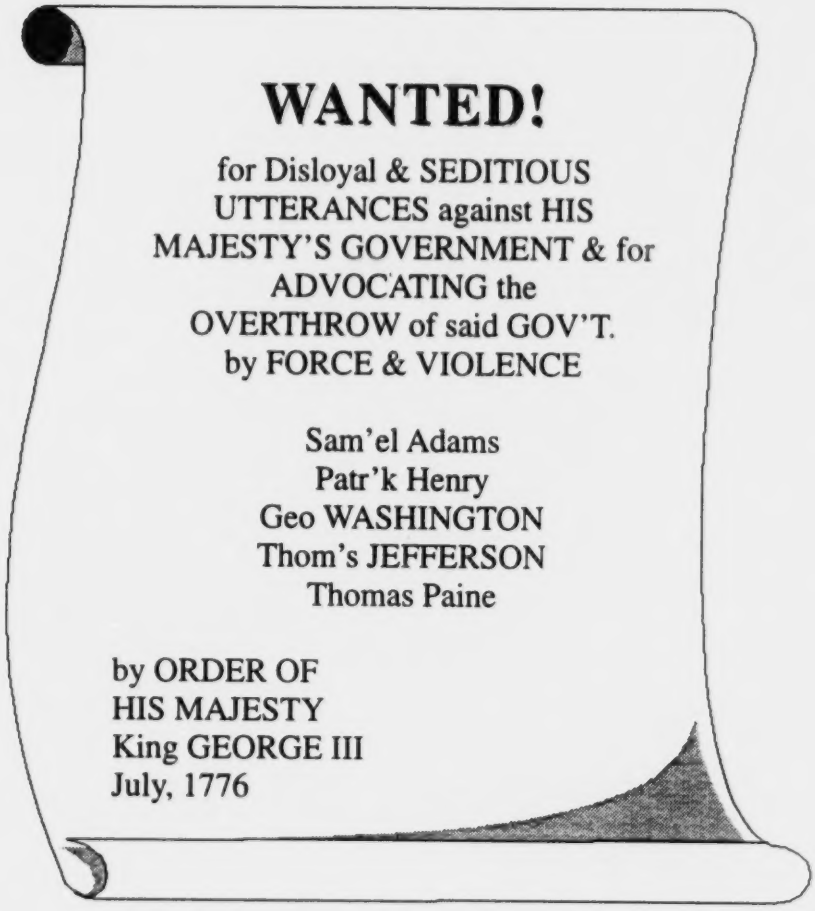
EXAMPLES OF STUDENT RESPONSE* FOR EACH SCORING GUIDE LEVEL

4	The evidence is strong when Columbus said, "The gifts gave them much pleasure," because the islanders hung them around their necks and became friendly and later gave Columbus gifts of their own. Columbus thought that they don't know much about weapons because the have no iron and they cut themselves. This is strong. By watching how they act, he believes they would easily be made Christians. This is a weak conclusion because he has no backup information and all he is judging them on is by their actions. Evidence that "there is a king who has much gold" could be weak because some islanders had gold from their noses and they did tell Columbus about it, but could be a story.
3	1. They became friendly and also hung the beads around their necks. This evidence is strong because they continued to be nice to them. They also gave them gifts in return. 2. They grabbed the knife by the wrong and cut themselves. This evidence is strong they wouldn't cut themselves for no reason. 3. It appeared the had no god. Weak evidence. Just because it appeared they didn't have a god Don't mean they didn't. 4. He learned about the island the king was on. Weak evidence. Could have been a myth.
2	The gifts conclusion was strong because the journal said they became very friendly. The weapons conclusion was strong because it said they cut themselves with the swords. The religion was strong because the diary said that they had no religion. The gold is weak it was weak they had no facts.
1	They became friendly Because they cut themselves They have no religion There was only little gold in Spain

*** Wherever typed student responses appear, student errors have not been corrected.**

8th Grade Social Studies Assessment
U.S. History Content Area

SS
1
U.S. HISTORY



You are a person living in America in 1776. Write a letter to a friend telling about this poster you have seen all around the city where you live.

In your letter, you might tell

- who ordered the poster to be put up and why
- what else was happening at the time
- what the people named in the poster were doing
- the different ways people around you reacted to the poster.

California Assessment Program: New Directions in History-Social Science Assessment—History. . .A Journey Through Time. 1990.

Commencement Level Assessments

Commencement level social studies assessments will be entering the third year of piloting in the spring of 1998. In the first year of piloting, a broad range of thematic and document-based questions were piloted. Grade 10 students had a much harder time answering document-based questions than did 11th grade students. Thematic essays proved to be a challenge to both grade levels, in that many of the student essays did not include: an introduction with a thesis statement, a conclusion, and the social science content detail needed to address the theme of the question. A conclusion that can be drawn from these findings is that in the future social studies instruction will need to include writing in the content area and the use of documents.

The 1997 social studies pilots included multiple-choice items in Global History, constructed-response items in Global History and United States History, and a variety of formats for both thematic essays and document-based questions at both levels. Two different formats, one open-ended the other more structured for thematic essays, using two different questions for each test were piloted. The more structured format seemed to elicit the best results. Three different document-based formats were tested using two Global History and two United States History questions. Two of the formats had scaffolding. The third unscaffolded format was very like the 1996 DBQ pilots. Of the scaffolded versions, one format asked students to identify the main idea in five out of the seven documents used in the question, and the other version asked students to answer specific questions for each of the documents. The last version appears to have worked the best. There is a tendency among students who have not been instructed in the use of document-based questions, simply to paraphrase the document or to identify the main idea without actually addressing the substance of the question. Asking students to state the main idea, gave students some credit, but did not help students to address the substance of the question. Better responses came from students who received the specific scaffolded version of the question.

In the 1997 pilots, it was evident that the classroom teacher made a difference in the level of student performance. Some students clearly had been taught the skills needed to successfully address the critical thinking level of document-based questions, while other students were not able to address these questions. These findings have clear implications for social studies instruction at all levels.

General Characteristics of the New Commencement Level Social Studies Assessments

- Are keyed to the Social Studies Learning Standards
- All students will be required to pass a Global History Regents and United States History Regents
- The scope and sequence outlined in the *Social Studies Resource Guide*, will serve as the framework for the Global History and United States History Regents test blueprints
- The components of the two Regents will include: multiple-choice items; constructed-response items; thematic essays, and document-based questions

- An extended or embedded task will be a prerequisite for each test
- A prototype Global History Regents will be available in June 1999; the United States History Regents prototype will be available in June 2000
- These new Regents will have January, June, and August administrations
- New York State teachers will develop all new test items and will grade all student papers
- All components of the test will be pre-tested
- Students will either pass or fail a complete test, i.e., it will not be possible to pass one component of a test in a given administration, and a second component in another administration
- The new Regents will be translated into languages other than English

Multiple-Choice and Constructed-Response Items

Multiple-choice and constructed-response items will be based on the Global History and United States History Regents Specifications Grids located in Chapter I of this *Resource Guide*.

Constructed-response questions measure a student's ability to apply social studies skills. Unlike a multiple-choice question, the teacher can gain a more complete picture of the student's thinking process. Special Education and Limited English Proficiency teachers on the assessment design teams felt that their students had a better chance of success with this type of question. When a student gets a multiple-choice question wrong, it is wrong. With a constructed-response question, students can get partial credit.

Characteristics of Constructed-Response Questions

- Are keyed to the Social Studies Learning Standards
- Are open-ended, short answer questions
- Measure application level skills
- Allow for partial credit
- Include: time lines, maps, graphs, cartoons, charts, and short readings
- Are criterion referenced and employ a scoring rubric

Below you will find samples of constructed-response questions that were a part of the 1997 pilots and in the National Assessment of Educational Progress in Geography and History. A sample multiple-choice from the June 1995 United States History and Government and a piloted constructed response using the same graphic is included in the sample.

(Samples of constructed-response questions from NAEP history and geography tests plus samples from the 1997 pilots)

SS

3

GEOGRAPHY

Geography Content Area

Environmental issues are viewed differently by people in different circumstances. Explain how the artist makes this point in the cartoon.

Geography Content Area: Environment and Society

Grade 12	Percentage "Essential" or "Complete" Within Achievement Level Intervals			
Overall Percentage Essential or Complete	Below Basic 269 and below*	Basic 270-304*	Proficient 305-338*	Advanced 339 and above*
40 (1.7)	7 (1.6)	40 (2.4)	71 (3.6)	***

* NAEP geography composite scale range. *** Sample size insufficient to permit a reliable estimate. The standard errors of the estimated percentages appear in parenthesis. It can be said with 95-percent certainty that, for eath population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Source: Hilary R. Persky, Clyde M. Reese, Christine Y. O'Sullivan, Stephen Lazer, Jerry Moore, and Sharif Shakrani, *NAEP 1994 Geography Report Card: Findings From the National Assessment of Educational Progress.* U.S. Department of Education, Washington: DC, 1996.

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Sample Response (Score of 3):

The man chopping the tree is riding a mule. The man telling the other mun not to dop down the tree is in an automobil and is causing Dollution. In a way they are both hurting the ozone.

Complete response (score of 3) mentions two different views (developed versus developing) and refers to trees and car pollution. An appreciation of tension may or may not be present. Or the response implies or states the hypocrisy that exists and talks about the tree or the car.

Sample Response (Score of 4):

Environmental issues are viewed differently by people in different circumstances Explain how the artist makes this point in the cartoon.

the artist says that developed countries are condeming underdeveloped countries for cutting down tree because it adds to the green house effect. But the developed countries are driving cars and polluting the atmosphere, the artists are saying the developed countries are hipocrits.

An Essential response (score of 4) discusses the environmental issues, tension (implied or stated between the two worlds), hypocrisy (not absolutely necessary if tension is clearly discussed), and two different viewpoints (develoned versus developing). The discussion must be at the national level.

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SS 1

U.S. History Content Area

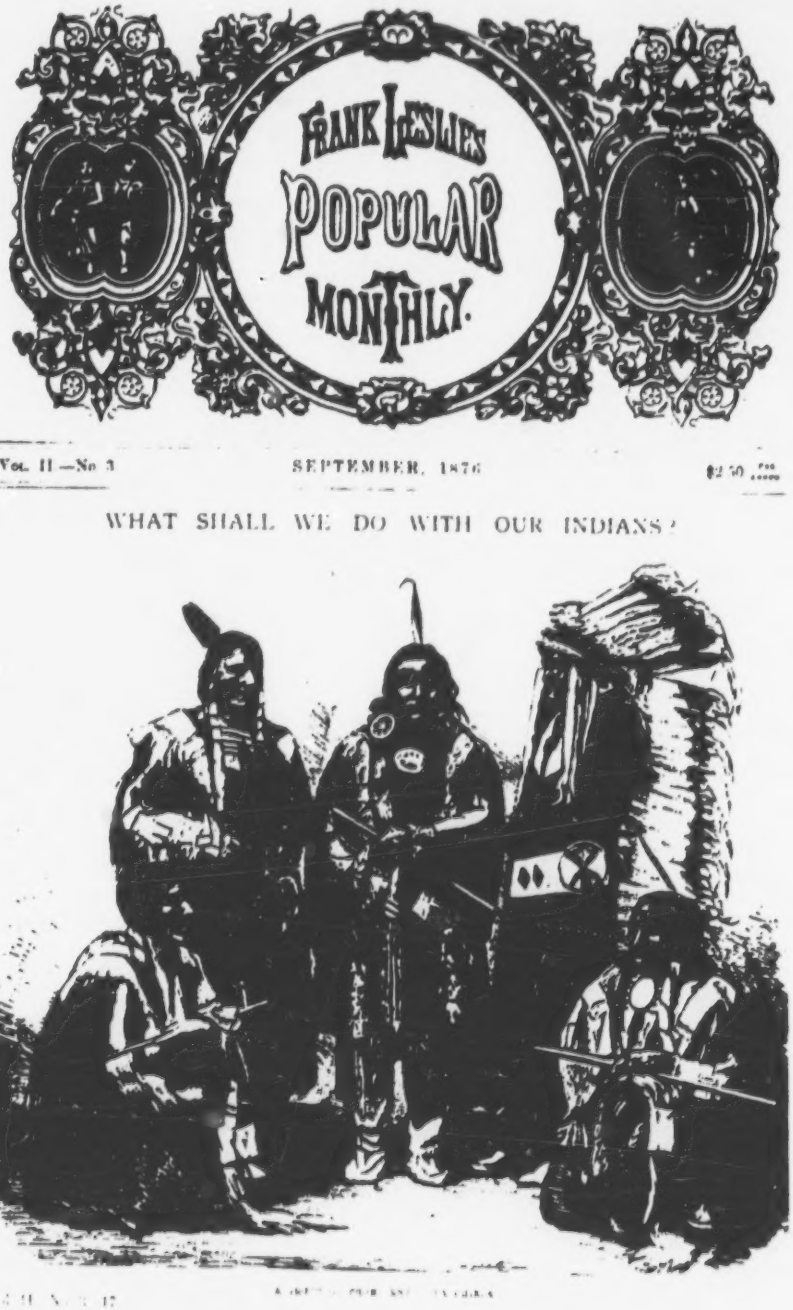
U.S. HISTORY

GRADE 12

BASIC (294)	PROFICIENT (325)	ADVANCED (355)
Twelfth-grade students performing at the basic level should be able to identify the significance of many people, places, events, dates, ideas, and documents in U.S. history. They should also recognize the importance of unity and diversity in the social and cultural history of the United States, and have an awareness of America's changing relationships with the rest of the world. They should have a sense of continuity and change in history and be able to relate relevant experience from the past to their understanding of contemporary issues. They should recognize that history is subject to interpretation and should understand the role of evidence in making an historical argument.	Twelfth-grade students performing at the proficient level should understand particular people, places, events, ideas, and documents in historical context, with some awareness of the political, economic, geographic, social. religious, technological, and ideological factors that shape historical settings. They should be able to communicate reasoned interpretations of past events, using historical evidence effectively to support their positions. Their written arguments should reflect some in-depth grasp of issues and refer to both primary and secondary sources.	Twelfth-grade students achieving at the advanced level should demonstrate a comprehensive understanding of events and sources of U.S. history. Recognizing that history is subject to interpretation, they should be able to evaluate historical claims critically in light of the evidence. They should understand that important issues and themes have been addressed differently at different times and that America's political, social, and cultural traditions have changed over time. They should be able to write well-reasoned arguments on complex historical topics and draw upon a wide range of sources to inform their conclusions.

Source: Paul L. Williams, Stephen Lazer, Clyde M. Reese, and Peggy Carr, *NAEP 1994 U.S. History: A First Look*. U.S. Department of Education, Washington: DC, 1995.

The following question refers to the magazine cover below,



Philadelphia Museum of Art:
Purchased: Lola Downin Peck Fund

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

_____

_____

_____

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

_____

_____

_____

A complete response answers both parts of the question and provides specifics. It may, for example, discuss disputes about western lands and the issue of reservations versus assimilation.

An essential response answers both parts of the question although one part gives a general statement without providing any specifics. For instance the response may state that the issue is addressed on a magazine cover because "there were lots of arguments between the government and the Indians then"; or, the response may describe the attitudes of many other Americans by saying "they did not like the Sioux Indians."

A partial response correctly answers only one part of the question. It may give two answers that are not wrong but both are very vague.

Grade 12	Percentage "Essential" or Better within Achievement Level Intervals		
Overall Percentage Essential or Better	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
47 (1.6)	71 (2.9)	86 (3.0)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Geography Content Area

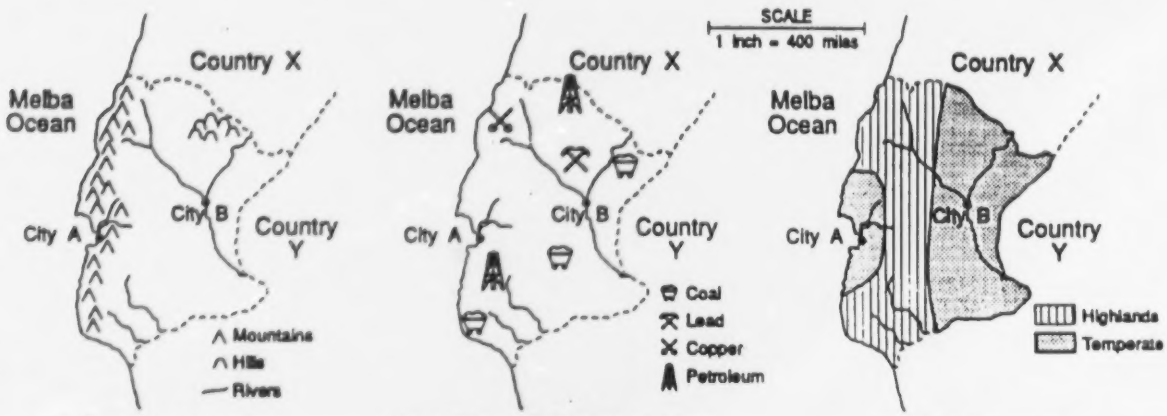
SS

3

GEOGRAPHY

Grade 12 - Social Studies Question 4

The three maps shown below provide information about the terrain, mineral resources, and climate of a hypothetical country named Trinity. City A and City B are two centers of development.



TERRAIN OF TRINITY

MINERAL RESOURCES OF TRINITY

CLIMATE OF TRINITY

Use the information given in the maps to describe how the people in each city live and work. Explain the reasons for your answers.

OPEN-RESPONSE 4 _____

Kentucky Instructional Results Information System. Kentucky Department of Education, 1993.

SCORING GUIDE	
4	Student describes cities A and B and describes how people most likely live and work in both cities. Descriptions reflect an understanding of how the geography and the concentration of mineral resources may affect the lives of the people in both.
3	Student describes cities A and B and describes how people live and work in both those cities. May include a vague discussion of aspects of terrain, mineral resources or climate in answer.
2	Student chooses one city and gives good description of how people would live and work in either City A or City B. Or, student chooses both cities and gives minimal but accurate descriptions of how people live and work in cities A and B.
1	Student discusses only one city and gives minimal description of how people live and/or work, or answer is totally incorrect.
0	Blank

EXAMPLES OF STUDENT RESPONSE* FOR EACH SCORING GUIDE LEVEL

4	City B is probably a more industrial than City A. City B is located at the diverging point of two rivers, and is surrounded by mineral resources. The people of City B work mostly with mining coal and lead. The city receives copper and oil from mines and fields further out in the country. Most of the minerals mined are transported by river. City B is probably larger and more polluted from the industries. City A is a smaller community. The major employments are fishing and shipping. Tourism is also an important part of City A. Tourists enjoy the temperate weather and the skiing in high altitudes.
3	City A, located in the westem-most part of Trinity, is the main source of lumber. The lumberjacks cut down the trees and then ship them to be processed. In the southern part of City A, oil was discovered. Trinity receives most of its oil within their own country instead of using imports. City B is Trinity's coal region. Most residents are miners, but a few are boatman. They use barges to bring copper and lead from central Trinity and then sell them as imports.
2	The people in City A live in the mountains by the ocean. These people are fisherman, miners, and oil riggers. The weather is nice and the children like to play outside. For fun they snowski, waterski, and fish. The people in City B live on the plains by a river. These people are farmers, factory workers, and miners. They live in temperate weather zone where the weather is not bad. For fun they go rafting go hunting, and fish.
1	City A Timber, Petroleum, Coal B, Lead Coal

*** Wherever typed student responses appear, student errors have not been corrected.**

Constructed Questions: New York State

A "... the power to make laws is given to the many rather than the few. While every citizen has an equal opportunity to serve the public, we reward our most distinguished citizens by asking them to make our political decisions. Nor do we discriminate against the poor. A man may serve his country no matter how low his position on the social scale."

—Pericles, Funeral Oration

B "Whoever undertakes to maintain the organizational structure of another political party or to form a new political party will be punished with penal servitude up to three years, if the deed is not subject to a greater penalty according to other regulations."

—Law against the establishment of parties, July 14, 1933

Which statement reflects the principles of democratic government? Explain your answer.

Constructed Responses—Rubric

Quotations—Principles of Democratic Government

Choice A identified.
Score: 1

Explanation:
Score: 2 - relates information from the document to principles of democracy, participation in government, sources of power or citizenship
1 - vague response about democratic values or partial information is provided or information is not specifically related to the document
0 - no answer or is unrelated to specific democratic principles

Total points: 3

Source: Spring 1997. *New York State Global History Pilot.*

The events listed below occurred in Cuba between 1955 and 1995. In the space provided, use these events to construct an outline.

The Cuban Revolution
Unequal distribution of wealth within Cuban society
Improvements in housing and medical care
Institution of a totalitarian regime under Fidel Castro
Nationalization of business, agriculture, and industry
Dictatorship under Fulgencio Batista
Control of sugar plantations by the upper class elite

TITLE: _____

Causes

1 _____

2 _____

3 _____

Constructed Responses—Rubric

Outline—Events in Cuba

TITLE: The Cuban Revolution

Causes
1 Unequal distribution of wealth
2 Dictatorship under Batista
3 Control of sugar plantations by upper class

Effects
1 Improvements in housing and medical care
2 Institution of a totalitarian regime
3 Nationalization of business, agriculture, and industry

Score: 1 point for each correct answer. [No penalty for a different order of answers under causes and effects.]

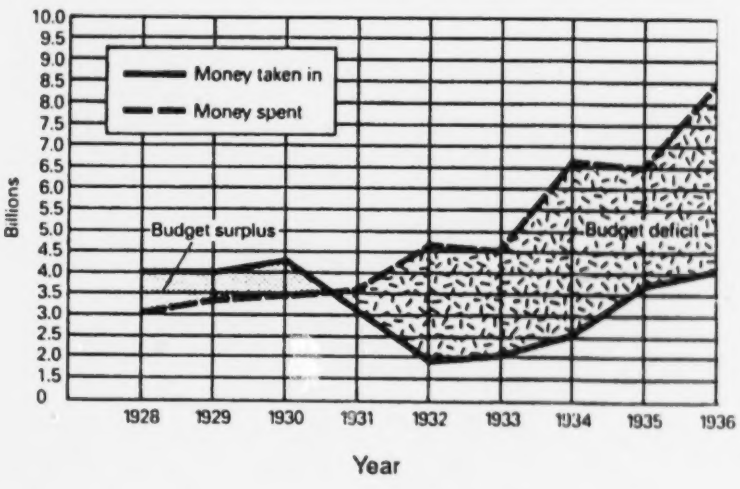
Total points: 7

Source: Spring 1997. *New York State Global History Pilot.*

The following has been used as a constructed-response item and as a multiple-choice question. These are meant as a comparison of the two types of questions.

Constructed-Response

Federal Income and Spending, 1928–1936



Source: June 1995, *New York State United States History Pilots.*

1 In which year was the Federal income smallest?

_____

2 What was the budget deficit in 1934?

_____

3 State a historical event that influenced this trend in the budget deficit.

_____

Explain the circumstances that caused the budget deficit to grow between 1931 and 1936.

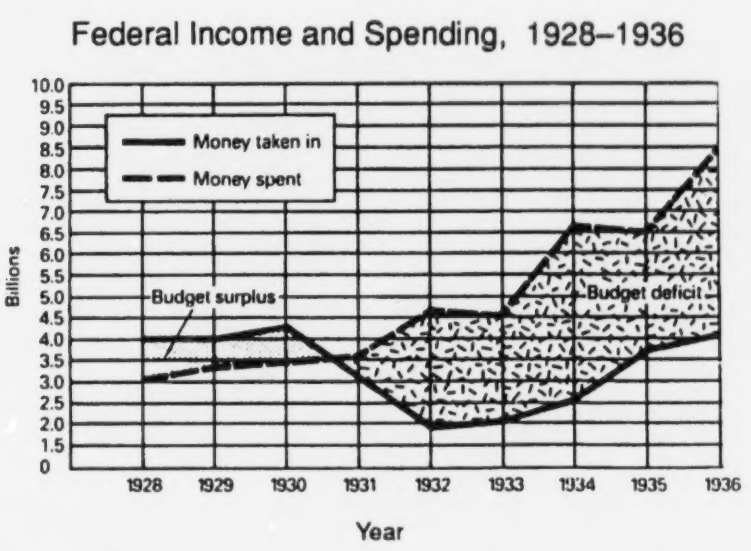
_____

_____

_____

_____

Base your answer to the next question on the graph below and on your knowledge of social studies.



Source: June 1995, *United States History*.

Multiple-Choice

Which situation best accounts for the difference in Federal income and spending between 1928 and 1936, as shown in the graph?

1 government funding of programs to combat economic problems

2 increase in personal income tax

3 military spending in World War II

4 United States trade imbalance with Japan

Thematic Essay

Thematic essays require students to apply their ability to compare and contrast, to analyze and evaluate identified social studies themes. It allows students to explore themes over time and place in a well constructed holistic essay. These essays will be scored using a rubric based on pre-tested student papers. Students will have to complete two or three of these essays. There will be no choice.

Characteristics of Thematic Essays

- Focus on concepts and themes included in the Social Studies Learning Standards
- Require interpretation and analysis
- Ask students to frame an argument, develop it, and bring it to closure
- Ask students to make connections and linkages
- Ask students to write an essay that has a thesis statement and a conclusion
- Are criterion referenced and employ a scoring rubric

Theme: The Changing Role of Government

Throughout United States history, the proper role of government in dealing with social and economic conditions has been debated.

For instance, early in our history, Thomas Jefferson believed "the government that governs best, governs least."

In the 1930's, Franklin D. Roosevelt said, " . . . democratic government has innate capacity to protect its people against disasters. . . We refused to leave the problems of our common welfare to be solved by the winds of chance and the hurricanes of disaster. . . ."

Task:

Discuss how and why the role of government has changed in dealing with various social and economic conditions.

Hints:

You may use any example from your study of United States history. Some examples you might wish to consider include: the Progressive movement, the New Deal, the Great Society, and New Federalism. You are not limited to these hints.

Scoring Scale

Discusses clearly how and why the role of government changed in dealing with at least two social and/or economic conditions. Uses examples of government policies to support the theme

that change occurred. Describes how government policies have changed in response to changing social and/or economic conditions.

Discusses clearly how and why the role of government changed in dealing with one social and/or economic condition. Contains a coherent discussion of changes in government policies and why they occurred.

Discusses how the role of government changed in dealing with one social and/or economic condition. Specific government programs and the changes in government policies are discussed, but any recognition of why the changes occurred is omitted.

Provides one historic example of the changing role of government, but does not mention any specific governmental programs or policies. Discussion is very general.

1. Attempts to answer the question, but may merely repeat information given in the theme.

The following answers show student work and do not necessarily have correct spelling and grammar. The numbers in parenthesis reflect the student's score awarded by teacher raters.

Answer 1: (5)

The role of the government in dealing with social and economic problems has not remained uniform over the years, rather it has adapted to meet the needs of the country at any given time. We have had laissez-faire policies, and regulatory policies, the trickle-down economics of Hoover and the New Deal programs of FDR, as well as attempts to regulate social morality.

In its early years, the federal government practiced a policy of laissez-faire economics. Because the government did not interfere with business, the development of monopolies ensued. Monopolies threatened competition and hurt the consumer as well as the small businesses that are often the source of new innovations; and, in a sense, monopolies were a threat to the American Dream. Over time, it became clear that the federal government had to take action to protect the people and the economy from such unfair business practices. This led to the passage of the Sherman Anti-Trust Act, which President Roosevelt used to personally attack business monopolies that were stifling competition. Thus, the role of the government adopted to meet the changing needs of the nation.

During the Great Depression the role of the government went through another metamorphasis. Until then, the federal government had remained out of the afairs of the majority of the people. The general public did not have any direct contact with the federal government and it had little impact on their daily lives. Hoover did not realize that this policy had to be changed. He believed in supply-side economics and as a result the Depression continued to worsen.

Upon coming to the Presidency, FDR proposed some (perhaps revolutionary for the time) changes. He offered direct relief to the people. The American public began to interact with the government at a more personal level. Thus, once again the governments role was improvised to meet the challenges of the period.

Perhaps less obvious were the different roles of the government when it came to regulating public morality. For most of American history, the federal government stayed out of the lives of the average citizen. It was your decision to go to church or to smoke or drink alcohol. However, with the passage of the 18th amendment, people were prohibited from drinking alcohol for anything other than sacramental purposes. This legislation was probably one of the first attempts to regulate public morality and it failed miserably. As a result, it was repealed and few such laws have been passed since. Once again, the federal government had altered its stance on how it would deal with social problems. Today it uses other powers to discourage such acts of 'immorality,' for example placing a tax on cigarettes.

In conclusion, the role of the government has been constantly changing to meet the needs of the nation at any given point in time. It has been conservative at one time and liberal at another. This was in fact necessary in order for the government to successfully address the needs of the country.

Answer 2: (5)

Through the years, the government of the United States has evolved, particularly in the area regarding its role in dealing with social and economic difficulties presented by the times. It could be argued that these changes are the result of the liberal and conservative natures of the country's leaders — its presidents and this is, to a great extent, true. Yet, despite the differing viewpoints on government involvement in social and economic involvement, there has been a gradual trend towards an increased control of these things as the government grows and strengthens.

Beginning with Thomas Jefferson and most others preceeding him, the precedent was set for a government that involved minimum involvement. While Jefferson believed in social mobility through education and a solid economy, he did little to expand on his beliefs in the social arena and had little cause to work for a solid economy seeing that it was already somewhat stable. Jackson like Jefferson, championed the common man. Yet, he believed in social mobility through economics and power of the people. Thus, the government involvement of this time period focused mainly upon economics and was characterized by Jackson's war on the National Bank and its master Biddle. The effort of this time and Andrew Jackson himself led not only to an increased role of government in controling the nation's finances but a harmful panic and an increase in the power of the president, 'His Majesty King Andrew.'

Theodore Roosevelt, the popular progressive president, set the precedent for a government highly involved in the social happenings sof the country. He dealt not only with temperance, voting rights, industry reform and conservational efforts but with the very idea of reform and progress. Even Herbert Hoover, a conservative that came into office some years later, was affected by the dramatic ideas set forth by TR. Dealing with the horror and complications of the Depression (1930's), he introduced some recovery programs, incorporating them into this 'let things fix themselves' attitude. FDR now in office had to face the problem of the depression. Yet, he, unlike Hoover increased governments role in the social and economic affairs by leaps and bounds. With his New Deal program, he introduced many relief, recovery, and reform measures such as the Civilian Conservation Corps., the National Banking Recovery Act and the Tennesse Valley Authority. Many of these components of the plan, passed during the First Hundred Days not only provided much needed relief but prepared the country for a variety of reforms that would follow (Social Security, Welfare).

As the nation grew and expanded, the train of continuing presidents were faced with new issues. Indeed, the complexity of the nation faced by Thomas Jefferson was rather simple compared to what FDR had to face. Issues of depression, industry, civil rights, social welfare all resulted from the growing, expanding United States. Thus, faced with more problems, the government would need to increase itís role in the social and economic affairs of the country.

Answer 3: (4)

Throughout United States' history, the proper role of government in dealing with social and economic problems has been debated all the time. The relationship between government and people had been changing during different stages of the nation's development. United States had practiced a policy of free enterprise for business and little intervention until the Age of New Deal, where the national crisis had brought people great disasters. The only way out was government's help and regulation. As time goes on, presidents after Roosevelt tend to deregulate businesses and again develop a lazze` faire atmosphere in this country.

United States practiced a free market enterprise policy until the progressive age. When the big trusts monopolized rail and, oil, steel and many other industries. Wealth was so concentrated in the hands of a few by businesses, and there was no mean of free competition. Accordingly, government had regulated business, and force the big businesses to break down to small one, thus promote fair competion.

Government regulation was especially practiced during Roosevelt's presidency. When his New Deal tried to bring the nation out of the Great Depression. Roosevelt paid the farmers to decrease agricultural production so the price can be kept high. Never before in US history that one group within the society was subsidized for the interest of the rest of the society. Roosevelt also started the first project which government can compete with private corporations in providing public utilities, such as electricity (Tenessee Valley project) Roosevelt also altered the role of government greatly by practicing the social security system. It's now the government's responsibility to provide people's pension and unemployment payment. Roosevelt's policies has been seen as socialist by some historians.

Later on, when president Reagen came to his presidency, he deregulated many business. His new federalism again believes the little government interference will bring the best to the nationís economy.

The role of government has been changing throughout the US. History. However, it serving the best interest of its people.

Document-Based Questions

Document-based questions have been well received in the field. They represent an authentic performance in that they reflect what social scientists and historians actually do in their day to day professional lives. These questions also reflect real life skills that citizens need to have in their daily lives. These questions ask students to critically analyze and evaluate documents, and to determine the validity of sources. Teachers have recommended that document-based questions include 6-8 documents and that at least two of the documents be graphics (maps, charts, cartoons, graphs, posters, photographs, etc.).

Characteristics of Document-Based Questions

- Are based on the Social Studies Learning Standards, themes, and concepts
- Provide students with a common base from which they demonstrate what they now and are able to do
- Focus on interpretation and analysis
- Ask students to make comparisons and draw analogies
- Ask students to apply knowledge to the given data
- Ask students to take positions on issues or problems and support their conclusions
- Require students to look at issues from multiple perspectives
- Are reflective of social science practices
- Are reflective of skills that students will use as adults
- Are criterion referenced and employ a scoring rubric

Document-based questions have been used on social studies assessments in the United Kingdom and on Advanced Placement tests in the United States. The questions being piloted in New York State incorporate the best characteristics of document-based questions used elsewhere, but also characteristics that have been recommended by New York State social studies teachers who have served on the design teams, administered pilots, and scored student papers.

The following are samples of document-based questions from the United Kingdom, the Advanced Placement United States History exam and the New York State Global History test.

The United Kingdom: Schools History Project—Southern Examining Group World History Content Area

SS

2

WORLD HISTORY

Instructions

Write your answers on the answer sheets provided. Number and letter each answer clearly.

Advice

You are advised to spend about 1 hour 20 minutes on Section A and about 40 minutes on Section B.

You will be awarded up to 6 marks for accurate spelling, punctuation, and grammar.

OPTION 1- ELIZABETHAN ENGLAND

Study the following sources: Total for this question: *20 marks*

Source A

The main towns in England, and places Elizabeth visited on her "progresses."

Source D

Elizabeth I's coronation portrait

Source B

Country nobles and gentry came to court, and went back home to spread its culture and civilising standards. They took back some of its luxuries but they also grumbled about its expense.

Source: A. L. ROWSE, *The Elizabethan Renaissance*, 1971

Source C

Noblemen had a right to present their personal views to the Queen. This naturally depended upon her convenience and health, or the good behaviour of the nobleman in question. Others did not have such a freedom of entry.

Source: A. L. ROWSE, *The Elizabethan Renaissance*, 1971

Now, using the sources and your own knowledge, answer the following questions:

(a) Why might Elizabeth have travelled on summer "progresses" around England?
(6 marks)

(b) What was the painter of Source D trying to show?
(6 marks)

(c) How important was the court in the way that Elizabeth ruled England?
(8 marks)

Study the following sources: Total for this question: *20 marks*

Source A

The Swan Theatre, drawn in the 1590s

Source B

Look but upon the common plays in London and see the multitude that flocketh to them and followeth them!

WHITE, *"A Sermon Preached at Pawles Cross, 3 November 1577"* London. 1581

Source C

"The groundlings . . . for the most part are capable of [understanding] nothing but dumb shows and noise . . ."

SHAKESPEARE. *Hamlet*, Act III, Scene ii

Source D

Theatres are the ordinary places for persons to meet together to the great displeasure of Almighty God and the hurt and annoyance of her Majesty's people.

Theatres also draw apprentices and other servants from their ordinary work. This greatly hinders trade.

A letter from the Lord Mayor of London, 1597

Now, using the sources and your own knowledge, answer the following questions:

(a) What problems did Elizabethan playwrights face in writing for the theatre?
(6 marks)

(b) Why was the theatre so popular in Elizabethan London? Explain your answer.
(6 marks)

(c) Explain why some people saw the theatre as a source of danger.
(8 marks)

SS

1

U.S. HISTORY

United States History Content Area Section II

PART A

(Suggested writing time—45 minutes)
Percent of Section II score—45

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-H **and** your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Analyze the changes that occurred during the 1960's in the goals, strategies, and support of the movement for African American civil rights.

Use the documents and your knowledge of the history of the 1960's to construct your response.

Document A

Source: Student Nonviolent Coordinating Committee (SNCC) Statement of Purpose, April 1960

We affirm the philosophical or religious ideal of nonviolence as the foundation of our purpose, the presupposition of our faith, and the manner of our action. Nonviolence as it grows from Judaic-Christian traditions seeks a social order of justice permeated by love. Integration of human endeavor represents the crucial first step toward such a society.

Through nonviolence, courage displaces fear; love transforms hate. Acceptance dissipates prejudice; hope ends despair. Peace dominates war; faith reconciles doubt. Mutual regard cancels enmity. Justice for all overthrows injustice. The redemptive community supersedes systems of gross social immorality.

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Document B

Source: Martin Luther King, Jr., Letter from the Birmingham Jail, 1963

My Dear Fellow Clergymen:

I think I should indicate why I am here in Birmingham since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia.

Several months ago the affiliate here in Birmingham asked us to be on call to engage in a non-violent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so I am compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

Reprinted by arrangement with The Heirs to the Estate of Martin Luther King, Jr., c/o Joan Daves Agency as agent for the proprietor.

GO ON TO THE NEXT PAGE

Document C

Source: News Photograph, Birmingham, Alabama, 1963

Charles Moore/Black Star

GO ON TO THE NEXT PAGE

Document D

Source: President John F. Kennedy in a radio and television Report to the American People, June 11, 1963.

We are confronted primarily with a moral issue. It is as old as the scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. . . .

The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your state and local legislative body and, above all, in all of our daily lives. . . .

Next week I shall ask the Congress of the United States to act, to make a commitment it has not fully made in this century to the proposition that race has no place in American life or law.

Document E

Source: Stokely Carmichael in "What We Want," 1966

But our vision is not merely of a society in which all black men have enough to buy the good things of life. When we urge that black money go into black pockets, we mean the communal pocket. We want to see money go back into the community and used to benefit it. We want to see the cooperative concept applied in business and banking. We want to see black ghetto residents demand that an exploiting store keeper sell them, at minimal cost, a building or a shop that they will own and improve cooperatively; they can back their demand with a rent strike, or a boycott, and a community so unified behind them that no one else will move into the building or buy at the store. The society we seek to build among black people, then, is not a capitalist one. It is a society in which the spirit of community and humanistic love prevail.

GO ON TO THE NEXT PAGE

Document F

Source: Statement by the Minister of Defense of the Black Panthers, May 2, 1967.

The Black Panther Party for Self-Defense calls upon the American people in general and the black people in particular to take careful note of the racist California Legislature which is now considering legislation aimed at keeping the black people disarmed and powerless at the very same time that racist police agencies throughout the country are intensifying the terror, brutality, murder, and repression of black people.

Black people have begged, prayed, petitioned, demonstrated, and everything else to get the racist power structure of America to right the wrongs which have historically been perpetrated against black people. All of these efforts have been answered by more repression, deceit, and hypocrisy. As the aggression of the racist American government escalates in Vietnam, the police agencies of America escalate the repression of black people throughout the ghettos of America. Vicious police dogs, cattle prods, and increased patrols have become familiar sights in black communities. City Hall turns a deaf ear to the pleas of black people for relief from this increasing terror.

The Black Panther Party for Self-Defense believes that the time has come for black people to arm themselves against this terror before it is too late.

Document G

ESTIMATED PERCENTAGE OF VOTING-AGE AFRICAN -AMERICANS REGISTERED IN 1960 AND 1968

State	1960	1968
Alabama	13.7	56.7
Arkansas	37.3	67.5
Florida	38.9	62.1
Georgia	29.3	56.1
Louisiana	30.9	59.3
Mississippi	5.2	59.4
N. Carolina	38.1	55.3
S. Carolina	15.6	50.8
Tennessee	58.9	72.8
Texas	34.9	83.1
Virginia	22.8	58.4
Total South	**29.1**	**62.0**

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VOTING IN SELECTED STATES IN THE 1968 ELECTION

(with voting totals for all states)

CANDIDATES FOR PRESIDENT AND VICE PRESIDENT

Democratic—Hubert H. Humphrey; Edmund Muskie
Republican—Richard M. Nixon; Spiro T. Agnew
American Independent Party—George C. Wallace; Curtis LeMay

(in thousands)

State	Dem.	Rep.	AIP	Electoral Vote D	R	AIP
Alabama	197	147	691	—	—	10
Arkansas	188	191	241	—	—	6
California	3,244	3,468	487	—	40	—
Florida	677	887	624	—	14	—
Georgia	344	380	536	—	—	12
Illinois	2,040	2,175	391	—	26	—
Indiana	807	1,068	243	—	13	—
Kentucky	398	462	193	—	9	—
Louisiana	310	258	530	—	—	10
Maryland	538	518	179	10	—	—
Massachusetts	1,469	767	87	14	—	—
Michigan	1,593	1,371	332	21	—	—
Mississippi	151	89	415	—	—	7
Missouri	791	812	206	—	12	—
New Jersey	1,264	1,325	262	—	17	—
New York	3,378	3,008	359	43	—	—
North Carolina	464	627	496	—	12	1
Ohio	1,701	1,791	467	—	26	—
Oklahoma	302	450	192	—	8	—
Pennsylvania	2,259	2,090	379	29	—	—
South Carolina	197	254	215	—	8	—
Tennessee	351	473	425	—	11	—
Texas	1,267	1,228	584	25	—	—
Virginia	442	590	322	—	12	—
Wisconsin	749	810	128	—	12	—
Totals of all 50 states	31,275	31,785	9,906	191	301	46

Student Response to United States History
Section II, Part A.

The following answers show student work and do not necessarily demonstrate complete understanding or have correct spelling and grammar. The numbers in parenthesis reflect the student's score awarded by teacher raters.

(3)

Prior to the 1960's few advancements for the treatment for blacks occurred. Blacks were discriminated against, segregated in schools, restaurants, transportation, and other public facilities, and also victim to the Jim Crowe laws (also blacks were segregated in the army and were dumped out of trucks when they were brought back from WWII). Their response to this was setting goals, strategies, and support of the movement for African American civil rights.

Organizations of blacks were set up such as the Student Nonviolent Coordinating Committee (SNCC). Their goal and strategy was for non violence to our social justice. They believed that the only way to achieve peaceful coexistence was to not resort to violence. Martin Luther King was also an advocate for nonviolence. He headed peaceful demonstrations to make everyone aware of his cause. In his letter from the Birmingham jail he tried to get the support of the churches to help his cause. At his home more churches wouldn't let blacks in. In his peaceful protest Birmingham Alabama police used fire hoses and dogs to hurt the protestors. These strategies proved to be ineffective. Nobody wanted to listen or help.

Other protests occurred during this time period. People had sit-ins at restaurants until they would serve the blacks. Rosa Parks refused to get up out of the section for reserved "whites" only on the bus. Blacks boycotted the bus for a year. The decision by the Supreme Court also came out. Brown vs. Board of Education stated that the schools could not be segregated any more. These examples showed blacks were making some strides. At the University of Mississippi the college president wouldn't let blacks in. One black boy demanded that he should be accepted. The scene got bad and John F. Kennedy had to send troops in. Kennedy was liked by blacks. He felt that the problem that they had was a moral issue and should be dealt with. He felt that all Americans are to be afforded equal rights and equal opportunities. He wanted to take time and act in Congress.

Martin Luther King and A.P. Randolph set up the March on Washington. Here King gave his I Have a Dream speech where he said that it was time for blacks to be treated better. A.P. Randolph and WEB du Bois were both founders of the NAACP which was to help with black opportunities. Stokey Carmichael was also an advocate of black equality. He wanted to see that money was to be given the blacks to help them achieve things. He wanted no price discrimination against them. Blacks couldn't join unions. Both King and Carmichael were assasinated by white people who feared the threat of equality.

Not all black people took the peaceful approach. Malcolm X and the Black Panther group knew that peace couldn't be found with nonviolence. The Black Panthers believed that had to get arms to defend themselves and that the others efforts had only been received with more repression, deceit and hyprocricy.

During Lyndon B. Johnson's presidency Civil Rights Acts of 64 and 68 for Blacks came out. There was more legislation for desegregation of schools and other public facilities. The 24th Amendment was passed which didn't allow anymore poll taxes to be taken. There was a huge rise in the amount of blacks voting from 1960 to 1968. Blacks were moving up at these times. It was seen that in the 1968 election all of the southern states voted for either the Republican candidate or the American Independent Party candidate. This showed that they wanted no more democratic presidents.

Many things changed for the quality of life of the black citizen in the 1960's but there was still a long way to go. They achieved many of their goals through either peaceful or non peaceful actions. All demonstrations had one purpose though. That was that they were fighting for the rights for a free black man or woman.

Student Response to United States History
Section II, Part A.

(4)

Before the 1960's, African Americans had achieved little in terms of civil rights. They had all but been abononed with the compromise of 1877, which ended Reconstruction. During this time blacks were subjected to Jim Crow laws and the violence of such groups as the Klu Klux Klan. During the Truman administration the discrimination of the Armed forces was officially terminated. Segregation was officially ended in the 1950's with the landmark case of Brown vs. the Board of Education. The 1960's illustrated a more determined effort of the African Americans to achieve civil rights.

During the '60's, the civil rights movement was headed by Dr. Martin Luther King Jr. King's primary method of achieving civil rights was the use of peaceful, civil disobedience. This thought was grounded in the ideals of Ghandi and Thoreau. Both proposed a peaceful means by which to meet an end. Through King the African Americans in the South participated in sit ins, pray ins and peaceful marches and demonstrations.

King also advocated that African Americans increase their voting power by holding mass voter registrations. While actually being a majority, only a small percentage of eligible African Americans were registered to vote. During the Johnson administration and the advent of the 24th amendment tactics such as unfair literacy tests and poll taxes were removed. Thus, the power of the Black vote would achieve more influence.

To many African Americans, the moderate and peaceful policies of King were not effective. As in Birmingham, Alabama, white policeman reacted violently to peaceful protestors. Protestors were beaten and attacked by dogs. Activists such as Malcolm X proposed black separatism. Also an increasingly rising amount of African Americans were becoming violent. In neighborhoods such as Watts Los Angeles, the African Americans began rioting and pilaging and burning their neighborhoods. Police intervention also seemed ineffective because many were attacked.

African Americans were also upset over the Vietnam draft situation. Many of the deferments open as options to members of white suburbia were not offered to African Americans who lived in the poorer neighborhoods of the inner city. As such an increasing amount of young African American men were sent to Vietnam.

Appearing at this time was the Black Panther Party. Led by Huey Newton, party members used their extended knowledge of the law to gain their rights. Members would follow around police officers to assure that violent tactics were not used against blacks. Despite moves towards reform as a goal of the party, such as subsidized lunches in inner city schools, the Black Panther Party was considered a threat by the government. They were considered a threat because of their willingness to use arms and force against the Police.

The gains made for the civil rights movement would be put on hold with the escalation of the Vietnam war and the election of the moderate conservative Richard Nixon.

Student Response to United States History
Section II, Part A.

(5)

The rights of African American throughout U.S. history since 1619, have been continually disregarded. However, during the Second World War, the rights of African Americans became thoroughly prominent. During WWII, black began moving North to enter jobs in the war industries. They were continually discriminated in these jobs, so A. Philip Randolph addressed the issue by threatening a Negro march on Washington. Franklin D. Roosevelt saw this as a threat and decided to help by setting up a Fair Employment in Labor Commission. This was a step, but not large enough since the blacks, who fought for the country during WWII were still discriminated against.

The turning point for African Americans was the Supreme Court's unanimous decision in Brown vs. Board of Education of Topeka, Kansas. Earl Warren, chief justice, recognized that segregation in public schools was unconstitutional. This began a flurry of demonstration, including a bus boycott in Montgomery, Alabama, and an uprising in Little Rock, Arkansas. By the 1960's, the African Americans had specific goals to accomplish different strategies, and support from various groups of people.

The goals of African Americans were to attain equal rights as the whites in the United States. They wanted to be legal citizens, have voting rights and equal economic opportunities. In order to obtain these goals, they had to end segregation. African Americans had different strategies to accomplish their goals. Martin Luther King, Jr., a teacher in the civil rights movement, supported Ghandi's principles of non violent protest. Students of the Nonviolent Coordinating Committee supported King's beliefs. They said, "the philosophical or religious ideal of nonviolence as the foundation of our purpose."

Many attempts of the nonviolent strategy were based on several occasions. In 1960, at a lunch counter in Greensboro, N.C., African Americans organized a sit in, and refused to leave before being served. Other attempts include a peaceful protest in Birmingham, Alabama. At Birmingham, the response of the police was outrageous. As seen in a new photograph by Charles Moore, violent dogs, houses, and cattle prods were used against peaceful demonstrators. Many African Americans were beaten and sent to jail, including Martin Luther King, Jr. Alabama was a highly African American populated state and only 13.7% of them were registered to vote in 1960. In Martin Luther Kings letter from the Birmingham Jail, he writes, "whatever affects one directly, affects all indirectly." He needed to help the people of Birmingham because it was his duty as a clergyman and an African American.

John F. Kennedy was the president of the United States during the early 1960's, and he very much supported the civil rights movements. He did everything in his power to

force the integration issue in America. After the violence at Birmingham, JFK, in a public announcement, declared the oppression of African Amer. civil rights as a "moral crisis". Many American agreed w/ him after seeing the horror the African Amer. went through on T.V. and newspapers. The U.S. gov't would not tolerate such behavior.

Another strategy of the African Americans came about when they were continually repressed even after ardent nonviolent protests. People, such as Stokely Carmichael, Malcolm X and H. Rapp Brown began to emerge. Carmichael, in "What We Want" said that Africans American must "seek to build [a society] among black people". If integration was not going to happen, the sought separation of the races. H. Rapp Brown violently opposed the "whiterace". The Black Panther Party for Self-Defense" was set up with Malcolm X as a supporter. They preached that black people must "arm themselves against this terror." They believed that African Americans must resort to violence because they have not made any gains through peace. Malcolm X even scorned Martin Luther King's attempt at Birmingham and said it showed the ineffectiveness of nonviolent protest. The upsurge of African Americans promoting violence concerned the people of the U.S. There would be mass riots and destruction if the U. S. gov't did not take some action.

As Lyndon B. Johnson became president, the civil rights movement took a giant leap forward. Civil Rights Act, 1966 was passed which banned segregation in all public places. Still, the blacks were not given any political rights. Congress then passed the 24th amendment which outlawed the poll taxes formerly used as a barrier against voting. From 1960 to 1968, the total southerners registered to vote nearly doubled. In the 1968, many African Amer. voted for the first time. Most of the electoral votes in the south went to the Amer. Independent Party w/ Wallace who sought to improve the conditions for the African Americans.

The 1960's was a peak time for the civil rights movement. The African Americans were formally recognized and given the rights they forever deserved. By 1972, two black mayors were elected in Gary, Indiana and Cleveland, Ohio. The African Americans were slowly climbing the ladder upward.

Document-Based Question

This task is based on the accompanying documents (1-7). Some of these documents have been edited for the purposes of this task. The essay is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the document and the author's point of view.

Directions:

- Write a well-organized essay that includes an introduction with a thesis statement, several paragraphs explaining the thesis, and a conclusion.
- Analyze the documents.
- Use evidence from the documents to support your position.
- Do not simply repeat the contents of the documents.
- Include specific related outside information.

Historical Context:

Imperialism has been interpreted from a variety of viewpoints. The documents below express various viewpoints about the positive and negative effects of European imperialism.

Task:

Evaluate both the positive and negative effects of imperialism.

Part A

Short Answer

The documents below relate to the positive and negative effects of imperialism. Examine each document carefully and then answer the question which follows it.

Document 1

"Modern progressive nations lying in the temperate zone seek to control 'garden spots' in the tropics. [mainly in Africa, Latin America, and Asia] Under [the progressive nations] direction, these places can yield tropical produce. In return, the progressive nations bring to the people of those garden spots the foodstuffs and manufactures they need. [Progressive nations] develop the territory by building roads, canals, railways, and telegraphs. They can establish schools and newspapers for the colonies [and] give these people the benefit of other blessings of civilization which they have not the means of creating themselves."

O.P. Austin, "Does Colonization Pay"
The Forum, 1900

Source: *New York State Global History Pilots*, Spring 1997.

1. According to the author, what benefits did the colonies receive from the "modern progressive nations"?

Document 2

"Learning civilized ways is hard work."

2. What did colonization mean for the native people?

Document 3

"To begin with, there are the exporters and manufacturers of certain goods used in the colonies. The makers of cotton and iron goods have been very much interested in imperialism. Their business interests demand that colonial markets should be opened and developed and that foreign competitors should be shut out. Such aims require political control and imperialism.

Finally, the most powerful of all business groups are the bankers. Banks make loans to colonies and backward countries for building railways and steamship lines. They also make loans to colonial plantation owners, importers, and exporters.

The imperialist business interests have powerful allies. Military and naval leaders believe strongly in extending the white man's rule over the 'inferior races,' To this company may be added another element—the missionary. Missionaries went forth to preach a kingdom beyond this world. But they often found themselves the builders of very earthly empires. . . . Last, but by no means least, let us add politicians to our list of empire builders."

Imperialism and World Politics, Parker T. Moore, 1926

3. Who are the empire builders described in this passage?

_____

_____

_____

_____

Document 4

"When the whites came to our country, we had the land and they had the Bible, now we have the Bible and they have the land."

African proverb

4. How did the Africans feel about the missionaries?

_____

_____

_____

_____

Document 5

The White Man killed my father,
My father was proud.
The White Man seduced my mother,
My mother was beautiful.
The White Man burnt my brother beneath the noonday sun,
My brother was strong.
His hands red with black blood
The White Man turned to me;
And in the Conqueror's voice said,
"Boy! a chair, a napkin a drink.

An Anthology of West African Verse, David Diop, 1957

5. What were some negative effects of imperialism on Africa?

Document 6

"Colonialism's greatest misdeed was to have tried to strip us of our responsibility in conducting our own affairs and convince us that our civilization was nothing less than savagery, thus giving us complexes which led to our being branded as irresponsible and lacking in self-confidence. . .

The colonial powers had assimilated each of their colonies into their own economy.

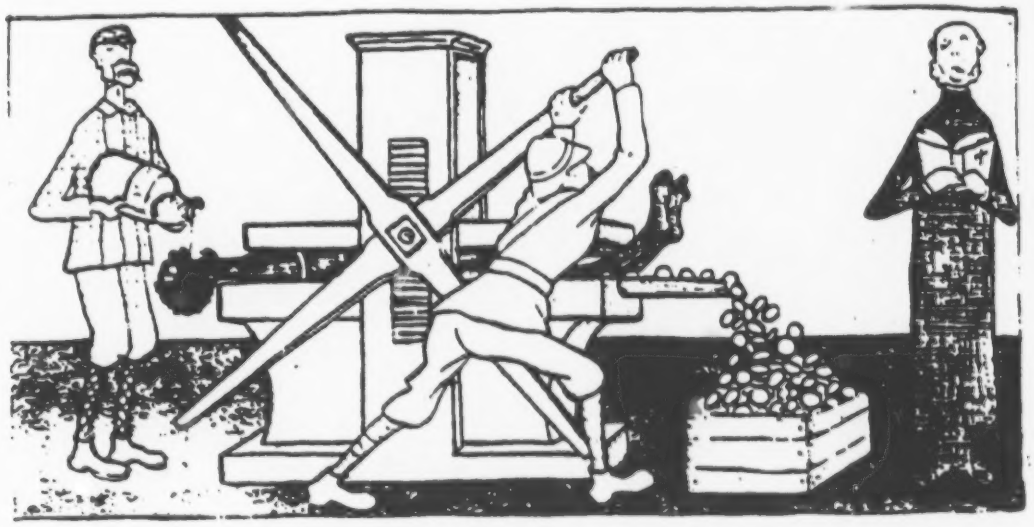
Our continent possesses tremendous reserves of raw material and they, together with its potential sources of power, give it excellent conditions for industrialization. . ."

Sekou Toure, West African nationalist, 1962

6. In 1962, what was the response of this West African nationalist to years of colonialism?

Document 7

This German cartoon, published in the early 20th century, is entitled "Thus colonize the English."



7. What is the point of view of this cartoonist about European imperialism?

Part B

Essay Response

Evaluate both the positive and negative effects of imperialism.

Your essay should be well organized with an introductory paragraph that states your position. Develop your position in the next paragraphs and then write a conclusion. In your essay, include specific historical details and refer to the specific documents you analyzed in Part A. You may include additional information from your knowledge of global history.

The following answers show student work and do not necessarily have correct spelling and grammar. The numbers in parenthesis reflect the student's score awarded by teacher raters.

(5)

Throughout history, imperialism has been a common exercise that was practiced by major super powers like Western Europe. To some imperialism may seem like a good idea with all of the riches and wealth to the mother country, but it really is not a good thing. Imperialism helped start slavery and it also makes countries lose their self confidence and self respect by calling them savages. These examples and many others are reasons why imperialism has negative effects on countrys and people.

First imperialistic countrys feel that they hold all of the power and they can do whatever they want to the smaller countries. The higher people from the mother country "kill people, seduce people, and make the younger stronger people slaves" as stated in Document #5 ("An Anthology of West African Verse" by David Diop, 1957). Here they take the young people and make them their personal servants by having them bring them things like food and drinks. Document #2 ("Learning civilized ways is hard work" cartoon) shows a big man from a major country making slaves out of the people from the smaller countrys. He is saying that by doing what ever he says to do, the people will become civilized, but what they're really becoming is slaves.

Second, major countrys come to developing countrys with many empty promises just so they can have the land. As stated in Document #4 (African proverb), "when the whites came to our Country, we had the land and they had the Bible, now we have the Bible and they have the land." The white men came over and they wanted to modernize Africa so they taught them their religion. As they were learning, the white men snatched up their land without the Africans even realizing it. When they come, they always come with something to exchange for land.

Third, imperialistic countries not only hurt the other countries land or economy, but they effect the person also. In Document #6 (Sekou Toure, West African Nationalist, 1962) the smaller countrys people felt like they were being "stripped from their responsibility" and they were "irresponsible" because this other country came in and said that they needed them to survive. They called them savages and their civilization was nothing worth keeping. By saying this, it ruined their self-respect, self-confidence, and self-esteem. The other country also takes all of their raw materials in exchange for things that the country can do without.

In conclusion, imperialism is not good for any country economically or socially. It ruins people's sense of self, their land, and their lives by making them slaves. The world would be a better place without imperialist. Imperialists think that they're helping out, but really their hurting. If a country really wants to help another country out then they should send aid, but not their troops to take over the country.

(5)

Throughout the history of the world, Imperialism is a factor which brought cultural diversity. It has brought the world new ideas and technology through both positive and negetive effects to different countries.

There are many positive effects which imperialism has brought to the world. It has brought many poor continents, such as Africa and Asia, the ability to manufacture and produce goods which could or have been produced before. This is proved as stated in document I, "Under [the progressive nations I direction, these places can yeild tropical fruit. "This shows that the poor countries could not produce or did not know how to produce & manufacture efficiently. When the "progressive nations" colonized, they taught how to efficiently produce & manufacture. The "progressive nations also helped protect the colonized nation and helped build up the military power of that nation to a certain extent. They also helped westernize and modernize the nation building modern buildings, factories, transportation, and faster communication such as newspapers and telegraphs. They have given the poor countries help in becoming what they could not have done alone.

As Imperialism helped the poor countries, it has helped the imperialistic country also. Imperialism has given them different raw materials, resources and certain goods in which the "progressive nations" could not get themselves due to geographic and climatic problems. It has brought money and land to the imperialistic countries. In bringing land, it has brought under their control, the money and goods that the imperialistic countries themselves need.

As Imperialism brought good and prosperous aspects, it has brought many negetive aspects and effects as well. It has brought much death. The imperialistic countries have complete control. Many times the country heavily taxes the poor country to use their own land. As the poor countries prosper, the imperialistic countries become move and more greedy. They tax more and take land if they cannot pay. As shown in document #'s 2 and 7, the imperialistic countries are living wealthy off of the poor countries who do all the hard work. In document 2, it is shown that the imperialistic country uses the poor countries as slaves to live in luxury. In document 7, it shows that the imperialistic countries go and drain all the life out of the poor countries, not caring whether they live or die to gain all the gold they can get their hands on. Imperialism brought about predjudice. As stated in Document 6 and shown in Document 2, the imperialistic country thinks that the poor countries are "lesser" than they are thus using them as slaves and cheap ways of gaining money. Document 5 shows that the family was killed because of their better traits. It shows the imperialistic countries thinking mentality how they feel they are superior to the inferior or poor countries. Another aspect is war and chaos. Imperialism brought war and chaos in that in the efforts to extract every ounce of gold and resources, the poor countries have gone into increasing poverty as shown in India with British imperialistic rule. In many poor countries, there are many riots, peaceful and violent that usually are ended in violence and bloodshed. As is the case, many countries sent into a state of turmoil and chaos. In response to the violence, increasing poverty, heavy taxation and complete control, many contries have strived towards independence. This event causes Revolutionary wars and violence. This is because the imperialistic countries become greedy and do not want to give up the good land and easy money. In this sense, imperialism is a negetive aspect.

Of all the negetive aspects imperialism brought to the poorer nations, many opposing positive aspects were also brought about. Imperialism brought about the rising of many modernized nations and helped nations grow advanced technologically and politically. But as is the case in all positive aspects there is a price to pay which are the negetive aspects.

(4)

Imperialism has been interpreted from a variety of viewpoints. There are many positive and negative effects of imperialism.

Imperialism has benefitted the colonial power and the colonies. Imperialism will benefit many different business groups, so it is a big interest of many nations. The Europeans, in colonializing Africa, received many raw materials and sources of power. They wre able to set up the colonies to benefit their own economies, as pointed out by Sekoutoure, a Western African nationalist in 1962. The imperialism also benefitted Africa. The Europeans built many roadways, railroads, and improved many aspects of the society by improving health care. They also build factories to help industrialize their colonies.

At the same time imperialism is having negative effects, mostly on the colonies. Imperialism is usually by force, and the colonial powers used their superior military technology to obtain their colonies, sometimes resulting in many dealths. The Europeans brought many diseases to their colonies, such as Africa, Latin and South America, and Asia. The Europeans also forced their culture on their colonies, demonstrated in document four from the African proverb. The Europeans used a lot of forced labor. An example would be the African slave trade in the 1800's, where the West brought many Africans to their country to be used as slaves. Dave Diop wrote about the forced labor in "an anthology of Western African verse" in 1957. The political cartoon of document two also demonstrates this point. Imperialist caused many nations to lose self-confidence and to get away from their own culture to adopt Western ways.

Most nations used imperialism to obtain their needed raw materials, but to obtain these it has had many side effects on the natives of the colonies. These side effects may be positive, but the majority of them have a negative effect.

Imperialism Document-Based Question Rubric

5	• Thoroughly addresses the social, political, and economic effects of imperialism, utilizing most of the documents and incorporating outside information that relates to the documents. • Thorough discussion of the positive and negative effects of imperialism that is richly supported with accurate facts, examples, and details. • Clearly stated thesis that is supported by accurate interpretation and analyzes of most of the documents and outside information that relates to the documents. • Analysis reflects the conflicting perspectives and complexity of the issue and document. The documents are analyzed, synthesized, and woven into the body of the essay. • The conclusion summarizes key arguments and points made in the essay.
4	• Addresses most of the social, economic, and political effects of imperialism. Utilizes most of the documents and incorporates limited outside information which may be somewhat uneven in treatment. • Discussion of positive and negative effects of imperialism is supported with accurate facts, examples, and details. • Thesis is supported by accurate interpretation, analyzes most of the documents with limited outside information. • Analysis reflects the conflicting perspectives and complexity of the documents. May be descriptive or analytical. • Conclusion summarizes key arguments and points made in the essay.
3	• Addresses some of the social, economic, and political aspects of imperialism. Utilizes some of the documents with little or no outside information. • Attempts to discuss the positive and negative effects of imperialism, which may be supported with some facts and examples. Minimal factual errors may be present. • Thesis statement may simply restate the task and not establish a position. May not fully support the thesis statement. • Thesis statement may be missing or not supported. • Conflicting perspectives are acknowledged. Discussion of the documents may be more descriptive than analytical. Paraphrasing of the documents may be present. • Conclusion maybe a simple restatement of the task.
2	• Attempts to address the issue of imperialism with limited use of the documents. No outside information is apparent. • Some recognition of the positive and negative effects of imperialism with little discussion or use of factual knowledge. • Thesis statement may be missing or vague. • Discussion merely reiterates the contents of the documents. Only one perspective of imperialism may be acknowledged. • Conclusion may be vague or missing.
1	• Demonstrates a very limited understanding of imperialism. • Little or no recognition of the effects of imperialism. • No thesis statement. • Fails to use the documents or references are vague. • No conclusion.
0	• Fails to address the *task. • No response. • Blank paper.

Sample Questions from the *French Brevet de College* World History Content Area

SS 2 WORLD HISTORY

AT THE completion of the 9th grade. French students can earn the lower secondary diploma, the *brevet de collège*. To do so, they must earn satisfactory grades in a wide range of academic courses and perform well on *brevet* examinations based on the national curriculum in French, mathematics, and history/geography. More than 80 percent of French students take the *brevet* exams, and 75 percent of those test takers earn the diploma. In other words, more than 60 percent of the age cohort earn the *brevet de college*. Following are sample questions from the math and history sections of a typical *brevet de collège* exam.

History-Geography

History and Civic Education

Respond to *one* of the following topics.

Organize your answer with an introduction and a developed text. Edit your conclusion, which will be evaluated when your answer is corrected.

1. **The Causes of the First World War**
   First, explain the indirect causes (imperialism and nationalism) which facilitated the appearance of European networks of alliances. Briefly describe these networks. Next, tell how the crisis at Sarajevo was directly responsible for the First World War.

2. **Decolonization of France (1945-1962)**
   Within the structure of the French colonial empire, note and discuss:
   - the origins of the decolonization movements
   - the different forms of decolonization: an example of peaceful decolonization and an example of a struggle for liberation
   - the political, economic, and demographic consequences of decolonization for France

3. **The Constitution of the Fifth Republic**
   In the first part, after defining the word "constitution," indicate by whom and under what circumstances the constitution of the Fifth Republic was put into place.

   In the second part, list the principal powers of the president of the Republic and those of the prime minister.

   In the last part, characterize Parliament and its powers.

Source: *Brevet de College.*

Finding Points Along a Timeline

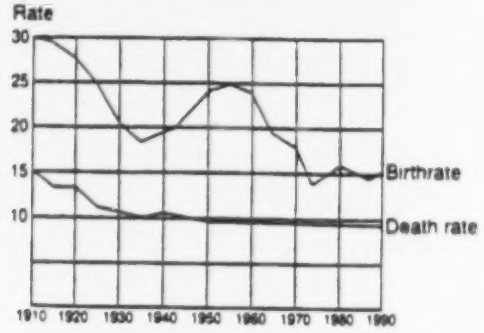
—Draw a timeline from 1910 to 1980 (scale: cm = 10 years).
—Use letters to note along this axis the following events:

-the electoral victory of the Popular Front	A
-the first oil crisis	B
-the independence of India	C
-the length of the Algerian war	D

—Note along the same timeline the date January 30, 1933 and indicate the event that corresponds to that date.

Geography—Study of Documents

The following document concerns the United States of America.
Answer the following questions:



1. **Give a name to this graph.**

2. **Define: —birthrate**
   —death rate
   —natural rate of growth

3. **How and in what proportions have the rates of birth and death changed between 1910 and 1990?**

4. **Using a colored pencil, draw the natural growth rate and include this (document l) in your answer sheet.**

5. **Using the information on the graph, calculate the natural growth rate in 1955 and 1990.**

6. **After copying the table below on your answer sheet, write in the four principal phases of the change of natural growth rates, noting each phase. the dates and the direction of change.**

Dates	Type of Change

Social Studies

Resource Guide

PART IV

Standard 1 2

Standard 2 6

Standard 3 10

Standard 4 12

Standard 5 14

Reaction Form 18

NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

http://www.nysed.gov

SS 1

STANDARD I: History of the United States and New York

Students will **use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.**

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Elementary Level	Intermediate Level	Commencement Level
Students will: • know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it • understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents • explain those values, practices, and traditions that unite all Americans.	Students will: • explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans • interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.	Students will: • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents.

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Elementary Level	Intermediate Level	Commencement Level
Students will: • gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines.	Students will: • describe the reasons for periodizing history in different ways • investigate key turning points in New York State and United States history and explain why these events or developments are significant • understand the relationship between the relative importance of United States domestic and foreign policies over time • analyze the role played by the United States in international politics, past and present.	Students will: • discuss several schemes for periodizing the history of New York State and the United States • develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues • compare and contrast the experiences of different groups in the United States • examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law.

SS 1

STANDARD 1: Social Studies, continued

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Elementary Level	Intermediate Level	Commencement Level
Students will: • gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities • classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious • identify individuals who have helped to strengthen democracy in the United States and throughout the world.	Students will: • complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations • gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States • describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents • classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.	Students will: • compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture • research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States) • prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history • understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Elementary Level	Intermediate Level	Commencement Level
Students will: • consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.	Students will: • consider the sources of historic documents, narratives, or artifacts and evaluate their reliability • understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives • compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts • describe historic events through the eyes and experiences of those who were there. (Taken from National Standards for History for Grades K-4)	Students will: • analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives • consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations • evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History)

SS 2

STANDARD 2: World History

***Students will* use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.**

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Elementary Level	Intermediate Level	Commencement Level
Students will: • read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	Students will: • know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations • know some important historic events and developments of past civilizations • interpret and analyze documents and artifacts related to significant developments and events in world history.	Students will: • define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • analyze historic events from around the world by examining accounts written from different perspectives • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze changing and competing interpretations of issues, events, and developments throughout world history.

2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Elementary Level	Intermediate Level	Commencement Level
Students will: • distinguish between past, present, and future time periods • develop timelines that display important events and eras from world history • measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points • compare important events and accomplishments from different time periods in world history.	Students will: • develop timelines by placing important events and developments in world history in their correct chronological order • measure time periods by years, decades, centuries, and millennia • study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.	Students will: • distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place • evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • explain the importance of analyzing narratives drawn from different times and places to understand historical events • investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.

SS 2

STANDARD 2: Social Studies, continued

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Elementary Level	Intermediate Level	Commencement Level
Students will: • understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • gather and present information about important developments from world history • understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	Students will: • investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history • interpret and analyze documents and artifacts related to significant developments and events in world history • classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic.	Students will: • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Elementary Level	Intermediate Level	Commencement Level*
Students will: • consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.	Students will: • explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from National Standards for World History) • analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians • view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents • investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.	Students will: • identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation • interpret and analyze documents and artifacts related to significant developments and events in world history • plan and organize historical research projects related to regional or global interdependence • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Taken from National Standards for World History)

SS 3

STANDARD 3: Geography

***Students will* use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.**

1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

Elementary Level	Intermediate Level	Commencement Level
Students will: • study about how people live, work, and utilize natural resources • draw maps and diagrams that serve as representations of places, physical features, and objects • locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians. (Adpated from National Geography Standards, 1994) • identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994) • investigate how people depend on and modify the physical environment.	Students will: • map information about people, places, and environments • understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from National Geography Standards, 1994) • investigate why people and places are located where they are located and what patterns can be perceived in these locations • describe the relationships between people and environments and the connections between people and places.	Students will: • understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions • describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities • investigate the characteristics, distribution, and migration of human populations on the Earth's surface (Taken from National Geography Standards, 1994) • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface (Taken from National Geography Standards, 1994) • explain how technological change affects people, places, and regions.

2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life)

Elementary Level	Intermediate Level	Commencement Level
Students will: • ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994) • gather and organize geographic information from a variety of sources and display in a number of ways • analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. (Adapted from National Geography Standards, 1994)	Students will: • formulate geographic questions and define geographic issues and problems • use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems (Adapted from National Geography Standards, 1994) • present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models • interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.	Students will: • plan, organize, and present geographic research projects • locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994) • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (Adapted from National Geography Standards, 1994) • develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.

SS 4

STANDARD 4: Economics

Students will **use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.**

1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Elementary Level	Intermediate Level	Commencement Level
Students will:	Students will:	Students will:
• know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources • explain how people's wants exceed their limited resources and that this condition defines scarcity • know that scarcity requires individuals to make choices and that these choices involve costs • study about how the availability and distribution of resources is important to a nation's economic growth • understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities ? How shall goods and services be produced? For whom shall goods and services be produced? • investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	• explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources • define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems • understand how scarcity requires people and nations to make choices which involve costs and future considerations • understand how people in the United States and throughout the world are both producers and consumers of goods and services • investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems • describe how traditional, command, market, and mixed economies answer the three fundamental economic questions • explain how nations throughout the world have joined with one another to promote economic development and growth.	• analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system • compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions • explain how economic decision making has become global as a result of an interdependent world economy • understand the roles in the economic system of consumers, producers, workers, investors, and voters.

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Elementary Level	Intermediate Level	Commencement Level
Students will: • locate economic information, using card catalogues, computer databases, indices, and library guides • collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources • make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary • present economic information by developing charts, tables, diagrams, and simple graphs.	Students will: • identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources • organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data • evaluate economic data by differentiating fact from opinion and identifying frames of reference • develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions • present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.	Students will: • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy: organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems • apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position • present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations.

SS 5

STANDARD 5: Civics, Citizenship, and Government

Students will **use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.**

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)

Elementary Level	Intermediate Level	Commencement Level
Students will: • know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice • explain the probable consequences of the absence of government and rules • describe the basic purposes of government and the importance of civic life • understand that social and political systems are based upon people's beliefs • discuss how and why the world is divided into nations and what kinds of governments other nations have.	Students will: • analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs • consider the nature and evolution of constitutional democracies • explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens • analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.	Students will: • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs • consider the nature and evolution of constitutional democracies throughout the world • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture • identify and analyze advantages and disadvantages of various governmental systems.

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)

Elementary Level	Intermediate Level	Commencement Level
Students will: • explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States • understand the basic civil values that are the foundation of American constitutional democracy • know what the United States Constitution is and why it is important. (Adapted from The National Standards for Civics and Government, 1994) • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government • understand the structure of New York State and local governments, including executive, legislative, and judicial branches • identify their legislative and executive representatives at the local, state, and national governments. (Adapted from The National Standards for Civics and Government, 1994)	Students will: • understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices • understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution • compare and contrast the development and evolution of the constitutions of the United States and New York State • define federalism and describe the powers granted the the national and state governments by the United States Constitution • value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality • understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.	Students will: • trace the evolution of American values, beliefs, and institutions • analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world • identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society • compare and contrast the Constitutions of the United States and New York State • understand the dynamic relationship between federalism and state's rights.

SS 5

STANDARD 5: Social Studies, continued

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Elementary Level	Intermediate Level	Commencement Level
Students will: • understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that they will acquire as they age.	Students will: • explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time • understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities • discuss the role of an informed citizen in today's changing world • explain how Americans are citizens of their states and of the United States.	Students will: • understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions (Adapted from The National Standards for Civics and Government, 1994) • analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign • describe how citizenship is defined by the Constitution and important laws • explore how citizens influence public policy in a representative democracy.

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Elementary Level	Intermediate Level	Commencement Level
Students will: • show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action • prioritize the solutions based on established criteria • propose an action plan to address the issue of how to solve the problem.	Students will: • respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint • explain the role that civility plays in promoting effective citizenship in preserving democracy • participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.	Students will: • participate as informed citizens in the political justice system and processes of the United States, including voting • evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994) • take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs • consider the need to respect the rights of others, to respect others' points of view (Adapted from The National Standards for Civics and Government, 1996) • participate in school/classroom/community activities that focus on an issue or problem • prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem • explain how democratic principles have been used in resolving an issue or problem.

REACTION FORM

Your response to this questionnaire will assist the Education Department in preparing the revised *Social Studies Resource Guide*. Thank you for taking the time to send us your comments. Please feel free to duplicate this form for other individuals.

Demographic Information: I am a(an):

☐ Teacher (Grade_____) ☐ Parent

☐ Administrator: ○ Principal ○ Assistant Principal ○ Curriculum Specialist

☐ Other_____

1. How did you hear about the *The Social Studies Curriculum Resource Guide*?

   ☐ colleague ☐ administrator

   ☐ teleconference ☐ workshop

   ☐ electronic notice ☐ BOCES/CSD

   ☐ other

2. What specifically is most helpful about:

   Part I? _____

   Part II? _____

   Part III? _____

3. What other materials would you like to see in the guide?

   _____

4. What changes would you suggest to make the document more user-friendly?

   _____

   _____

5. Overall, to what extent do you feel the information in this guide will influence teaching and learning in your classroom?

5	4	3	2	1
To a Great Extent				Not at All

6. Overall, to what extent do you feel the guide illuminates the *Learning Standards for Social Studies*?

5	4	3	2	1
To a Great Extent				Not at All

Additional Comments:

Please return this form by Febuary 2, 1998 to the following address:

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